

E 5.77: 5/4

EDUCATIONAL RESOURCES INFORMATION CENTER

April 1970

Volume 5 Number 4

ERIC

research

in

education

RESEARCH IN EDUCATION

A Monthly Abstract Journal announcing recently completed research and research-related reports and current research projects in the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/Office of Education
Office of Information Dissemination

Organization of Journal RESEARCH IN EDUCATION is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document and Project Sections by ED or EP numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance; the EP prefix identifies current Office of Education research projects.

The indexes which follow the résumés in each edition cite the contents by:

Subject
Author or investigator
Institution
Accession numbers

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Volume 5 Number 4

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Research in Education

ED 034 076-034 902 / EP 012 095-012 105

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Introduction

Research in Education is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely educational research reports and projects. It consists of a coordinating staff in Washington, D.C. and 19 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

Document Resumes

DOCUMENT SECTION

SAMPLE ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date published.

Contract or Grant Number—contract numbers have OEC prefixes; grant numbers have OEG prefixes.

Alternate source for obtaining documents.

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS" other sources are cited above.

ED 013 371

64

AA 000 223

Norberg, Kenneth D.

Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Sacramento State Coll., Calif.

Spons Agency—USOE Bur of Research Report No.—NDEA-VIIB-449

Pub Date—15 Apr 66

Contract—OEC-4-16-023

Note —Speech given before the 22nd National Conference on Higher Education, Chicago, Ill., 7 Mar 66.

Available from—Indiana University Press, 10th and Morton St., Bloomington, Indiana 47401 (\$2.95)

EDRS Price—MF-\$0.75 HC-\$5.24 129p.

Descriptors—*Bibliographies, *Communication (thought transfer), *Perception, *Pictorial Stimuli, *Symbolic Language, Instructional Technology, Visual Stimuli.

Identifiers—Stanford Binet Test, Wechsler Intelligence Scale; Lisp 1.5; Cupertino Union School District.

The field of analogic, or iconic, signs was explored to (1) develop an annotated bibliography and (2) prepare an analysis of the subject area. The scope of the study was limited to only those components of messages, instructional materials, and communicative stimuli that can be described properly as iconic. The author based the study on a definition of an iconic sign as one that looks like the thing it represents. The bibliography was intended to be representative and reasonably comprehensive and to give emphasis to current research. The analysis explored the nature of iconic signs as reflected in the literature and research.

* * * *

(AL)

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable). *

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number and/or Bureau Number—assigned by originator.

Descriptive Note.

Descriptors—subject terms which characterize substantive contents. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.

Informative Abstract.

Abstractor's initials.

* The key to these codes is as follows:

Code	Description	Code	Description
08	Adult and Vocational Education, Public Law 88-210	52	Library Research and Development, Public Law 89-320, Title II, Part B
16	Captioned Films for the Deaf, Public Law 85-905	56	New Educational Media, Public Law 85-864, Title VII, Part A
24	Cooperative Research, Public Law 89-10, Title IV	64	New Education Media, Public Law 85-864, Title VII, Part B
32	Disadvantaged Students Program, Public Law 89-10, Title I	72	Research in Foreign Countries, Public Law 83-480
40	Handicapped Children and Youth, Public Law 88-164	80	State Educational Agencies Experimental Activities, Public Law 89-10, Title V, Section 505
48	Language Development, Public Law 85-864, Title VI	88	Supplementary Centers and Services, Public Law 88-10, Title III
		95	Other Office of Education Programs

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number. Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

AA — North American Rockwell
AC — Adult Education
AL — Linguistics
CG — Counseling and Personnel Services
EA — Educational Administration
EC — Exceptional Children
EF — Educational Facilities
EM — Educational Media and Technology
FL — Foreign Languages, Teaching of
HE — Higher Education

JC — Junior Colleges
LI — Library and Information Sciences
PS — Early Childhood Education
RC — Rural Education and Small Schools
RE — Reading
SE — Science Education
SP — Teacher Education
TE — Teaching of English
UD — Disadvantaged
VT — Vocational and Technical Education

ED 034 087 AA 000 447
Suydam, Marilyn Riedesel, C. Alan
Research on Elementary Mathematics. PREP XI.
Pennsylvania State Univ., University Park.
Spons Agency—Office of Education (DHEW),
Washington, D.C.
Report No.—PREP-11
Pub Date 70
Note—62p.

EDRS Price MF-\$0.50 HC-\$3.20
Descriptors—*Elementary School Mathematics,
Elementary School Teachers, Mathematical
Concepts, Mathematics Instruction, Measure-
ment, *Modern Mathematics, *Readiness
(Mental), *Research
This study interprets and evaluates elementary
mathematics research literature and current
teaching practice. The list contains three related
documents: (11-A) gives answers from research
on elementary mathematics. It is the authors
synthesis and interpretation of research findings
in question-and-answer format; (11-B) offers
generalizations and implications on elementary
school mathematics which the authors believe to
be clearly substantiated by research; (11-C) lists
current research documents on elementary
mathematics available from ERIC Document
Reproduction Service. This project was funded by
the Office of Education under its Targeted Com-
munications Program. (ON)

ED 034 088 52 AA 000 448
Groberg, Edith, Ed.
Critical Issues in Research Related to Disad-
vantaged Children. Proceedings of Six Head
Start Research Seminars Held Under OEO Con-
tract 4098.

Educational Testing Service, Princeton, N.J.
Spons Agency—Office of Economic Opportunity,
Washington, D.C.
Report No.—OEO-4098
Pub Date Jul 69
Note—520p.

EDRS Price MF-\$2.00 HC-\$26.10
Descriptors—Class Management, *Compensatory
Education Programs, *Culturally Disad-
vantaged, *Early Childhood Education, Family
Life, Health, Intervention, Motivation, Nutri-
tion, Research Needs, *Research Problems,
*Seminars, Student Characteristics, Teacher
Characteristics, Teacher Role
Identifiers—*Head Start

This volume contains the proceedings of six
Head Start research seminars held in Washington,
D.C., from June 11, 1968 to April 18, 1969. The
subject areas for each seminar were drawn from
what was considered to be the most pressing is-
sues in early childhood education research. There
were (1) motivation, (2) the teacher and class-

room management, (3) Head Start populations,
(4) health and nutrition in early childhood, (5)
intervention in family life, and (6) the teacher in
intervention programs. The people who partici-
pated in and prepared papers for these
seminars were selected by members of the Head
Start Advisory Council and other eminent profes-
sionals, and were considered to be "expert
authorities" in the individual subject areas. The
emphasis of the seminars was, as evidenced by
the subject areas settled on, improvement of edu-
cational opportunity for the disadvantaged child.
The seminar on motivation, for example, stressed
such poverty problems as learned helplessness,
cooperation, and delay of gratification. The
papers in this volume represent the final drafts
after they had been exposed to careful criticisms
and suggestions by those who heard them. A brief
summary of the thrust of the seminars is included
in the introduction. Seminar I on motivation is
available as ED 024 464. The remaining seminars
will appear in future issues of Research in Educa-
tion. (MH)

ED 034 089 AA 000 449
ERIC Products, 1968-1969; A Bibliography of In-
formation Analysis Publications of the ERIC
Clearinghouses, July 1968-June 1969.

ERIC Clearinghouse on Library and Information
Sciences, Minneapolis, Minn.
Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.
Bureau No.—BR-7-0866
Pub Date 69

Contract—OEC-1-7-070866-4575
Note—34p.; A related document is ED 029 161,
the 1967-1968 issue.

EDRS Price MF-\$0.25 HC-\$1.80
Descriptors—*Bibliographies, *Clearinghouses,
*Education, Educational Research, Educational
Resources, Information Dissemination, Infor-
mation Services, *Information Systems, Litera-
ture Reviews, *Publications, Research Reviews
(Publications)

Identifiers—*Educational Resources Information
Center, ERIC

"ERIC Products" is an annual bibliography of
those publications of the ERIC clearinghouses
reflecting information analysis activities. It in-
cludes all substantial bibliographies, review
papers, and state-of-the-art publications identified
as ERIC publications. Routine brochures, acces-
sion lists and short notes published in
clearinghouse newsletters are not included. This
second issue lists 240 publications of Fiscal Year
1969-July 1968 through June 1969. The entries
in the bibliography include information on the
type of publication, the ERIC Document (ED)

number or clearinghouse accession number, the
date of appearance in "Research in Education,"
the price of the document, and a brief abstract.
Also included in this bibliography are a statistical
summary of the products and brief information
on the ERIC system. (Author/JB)

ED 034 090 AA 000 450
Racial and Social Class Isolation in the Schools. A
Report to the Board of Regents of the Universi-
ty of the State of New York.
New York State Education Dept., Albany. Div. of
Research.
Pub Date Dec 69
Note—565p.

EDRS Price MF-\$2.25 HC-\$28.45
Descriptors—*Cultural Disadvantage, Edu-
cational Environment, *Ethnic Groups,
Negroes, Puerto Ricans, *Racial Integration,
*School Integration, *Social Isolation,
Sociocultural Patterns

The document reviewed the legal background
of racial isolation in the schools of New York and
described the efforts to eliminate de facto
segregation in New York schools. An analysis is
made of the extent to which Negro and Puerto
Rican student populations are isolated in the New
York schools. Selected studies were examined to
define differences in educational, intellectual and
psychological development associated with ethnic
group membership. A critical examination was
made of the contributions of school and non-
school factors to educational development in
majority and minority student populations. In-
tegration techniques initiated in urban areas
where de facto segregation was in existence were
evaluated. Compensatory education programs
from preschool through the college level were as-
sessed for effectiveness in affecting the educa-
tional development of disadvantaged children.
Findings of this report suggest new guidelines for
school desegregation, as well as other ways in
which conditions might be manipulated to
enhance the chances that all disadvantaged chil-
dren may experience improved and equal educa-
tional opportunity. (ON)

ED 034 091 64 AA 000 451
Schanck, Susan Carey, Marion
Teacher's Guide to the MATCH Box Press. The
MATCH Box Project; Prototype Edition.
Childrens Museum, Boston, Mass.
Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.
Bureau No.—BR-5-0710
Pub Date 67
Contract—OEC-4-16-019

Note—78p.; Appendix to Kresse, Frederick H.; Materials and Activities for Teachers and Children: A Project to Develop and Evaluate Multi-Media Kits for Elementary Schools

EDRS Price MF-\$0.50 HC-\$4.00

Descriptors—*Activity Learning, Books, Discovery Learning, Elementary Grades, *Multimedia Instruction, *Printing, Student Projects, *Teaching Guides

Identifiers—MATCH Boxes, *Materials and Activities for Teachers and Children

With the MATCH Box Press, children (grades 5-6) can print a limited edition of a book. With the teacher as publisher to oversee and assist, they write and edit the manuscript; design, print, and illustrate the book. The teacher's guide provides instructions for all the various phases of the process, which is designed to take about three weeks. A production handbook is provided for use by the children. It provides instructions and illustrations of some of the common problems and their solutions. Supplements include an inventory of the material in the kit, a bibliography, and a short history of the MATCH Box Project. (JY)

ED 034 092 64 AA 000 452

Cole, Cynthia Schroeder, Edith

Teacher's Guide to the Houses Box. The MATCH Box Project; Prototype Edition.

Childrens Museum, Boston, Mass.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No—BR-5-0710

Pub Date 66

Contract—OEC-4-16-019

Note—41p.; Appendix to Kresse, Frederick H.; Materials and Activities for Teachers and Children: A Project to Develop and Evaluate Multi-Media Kits for Elementary Schools

EDRS Price MF-\$0.25 HC-\$2.15

Descriptors—Activity Units, *Buildings, Creative Activities, *Empathy, Environment, Eskimos, House Plan, *Housing, *Physical Environment, Social Studies, *Social Studies Units, Units of Study (Subject Fields)

Identifiers—MATCH Boxes, *Materials and Activities for Teachers and Children

The Materials and Activities for Teachers and Children (MATCH Box) project was developed in 1965 to provide for the relatively intensive treatment of a subject over a short period through materials geared to the elementary school level. Each MATCH Box contains materials, equipment and activities that work together to foster the teaching/learning of specific subjects. HOUSES is designed to introduce to first to third grade children the concept of differing physical environments and their significance for the people who live in them. The children study the Netsilik Eskimo winter igloo and summer karmak, and the Western Nigerian river mud house. By the use of houses in this unit it is hoped that the children will understand that the many differences between housing styles demonstrates that where people live influences how they live. The MATCH Box contains films, a series of still photographs, house models, real building materials, picture charts, and books and stories. The teacher is aided by a list of background facts on the Nigerian and the Eskimo environment and the unit can be divided into eight parts, each outlined in this manual. (SH)

ED 034 093 64 AA 000 453

Standring, Gillian Bernath, Robert

Teacher's Guide to Animal Camouflage: The MATCH Box Project; Prototype Edition.

Childrens Museum, Boston, Mass.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No—BR-5-0710

Pub Date 66

Contract—OEC-4-16-019

Note—39p.; Appendix to Kresse, Frederick H.; Materials and Activities for Teachers and Children: A Project to Develop and Evaluate Multi-Media Kits for Elementary Schools

EDRS Price MF-\$0.25 HC-\$2.05

Descriptors—*Activity Units, *Animal Science, Creative Activities, Enrichment Activities, Environment, *Physical Environment, *Units of Study (Subject Fields)

Identifiers—MATCH Boxes, *Materials and Activities for Teachers and Children

The Materials and Activities for Teachers and Children (MATCH Box) project was developed

in 1965 to provide for the relatively intensive treatment of a subject over a short period through materials geared to the elementary school level. Each MATCH Box contains materials, equipment, and activities that work together to foster the teaching/learning of specific subjects. ANIMAL CAMOUFLAGE is a series of five, one-hour lessons covering the protective camouflage systems of insects and animals. The MATCH Box contains, among other things, slides and a shadow box with magnetic "animals". The students study the variations in color, shape, and pattern of animal camouflage and learn to consider their results in terms of the particular relationship between the predator, the prey, and the background. The Box contains brief descriptions of each slide to aid class discussion. The Shadow Box helps students to "see" camouflaged animals and they are given the opportunity to construct their own dioramas. (SH)

ED 034 094 64 AA 000 454

Olson, Nancy Shapiro, Ellen

Teacher's Guide to Netsilik Eskimos: The MATCH Box Project; Prototype Edition.

Childrens Museum, Boston, Mass.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No—BR-5-0710

Pub Date 66

Contract—OEC-4-16-019

Note—54p.; Appendix to Kresse, Frederick H.; Materials and Activities for Teachers and Children: A Project to Develop and Evaluate Multi-Media Kits for Elementary Schools

EDRS Price MF-\$0.25 HC-\$2.80

Descriptors—Activity Units, Creative Activities, *Cross Cultural Training, Cultural Awareness, Culture, Economics, *Empathy, Enrichment Activities, *Eskimos, Learning, Mythology, *Social Characteristics, Technology, *Units of Study (Subject Fields)

Identifiers—MATCH Boxes, *Materials and Activities for Teachers and Children

The Materials and Activities for Teachers and Children (MATCH Box) project was developed in 1965 to provide for the relatively intensive treatment of a subject over two weeks through materials geared to the elementary school level. Each MATCH Box contains materials, equipment, supplies and activities that work together to foster the teaching/learning of specific subjects. NETSILIK ESKIMOS helps the children explore the activities and beliefs of a seal-oriented Eskimo culture living today in Pelly Bay, Canada. The unit centers on the Netsilik winter seal-hunting season. The children learn about the complex hunting technology which has evolved about the seal, the social relations of the Netsilik people, and their mythology and leisure activities. The Netsilik MATCH Box contains, among other things, hunting implements, indigenous artifacts, films, recordings, an information book, and a replica of the winter camp. The unit is designed not only to inform but also to stimulate questions and to develop an empathy for other cultures as well as a clearer understanding of our own. (SH)

ED 034 095 64 AA 000 455

Levine, Toby And Others

Teacher's Guide to Musical Sounds and Shapes: The MATCH Box Project; Prototype Edition.

Childrens Museum, Boston, Mass.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No—BR-5-0710

Pub Date 66

Contract—OEC-4-16-019

Note—41p.; Appendix to Kresse, Frederick H.; Materials and Activities for Teachers and Children: A Project to Develop and Evaluate Multi-Media Kits for Elementary Schools

EDRS Price MF-\$0.25 HC-\$2.15

Descriptors—*Activity Learning, Classroom Materials, Discovery Processes, *Educational Strategies, Experimental Teaching, Inductive Methods, Instructional Materials, Learning Processes, *Listening Comprehension, Listening Skills, *Manipulative Materials, *Music Activities, Music Education, Teaching Models, Teaching Procedures, Teaching Techniques, Units of Study (Subject Fields)

Identifiers—MATCH Boxes, *Materials and Activities for Teachers and Children

What better way is there to learn about something than to hold it, examine it, and take it apart? The Match Box Project (Materials and Ac-

tivities for Teachers and Children) loans to schools a series of boxes which contain materials, equipment, supplies, and activities designed as a unit to foster the teaching/learning of specific subjects at the elementary school level. Musical Shapes and Sounds is designed for grades three and four. This Match Box gives children the chance to study instruments first-hand, to begin thinking about their sizes and shapes, the variety of sounds they make, and how these are related. The guide presents a two-week program for using the Box. It describes the materials: the instruments and extra strings, reeds, and mouthpieces; 20 pamphlets; clothesline and 20 clothespins; photos, record, film and riddle book. The guide also describes the activities planned and offers a flexible time schedule. The teacher may follow the program completely or adapt parts of the Box to a class's particular needs and interests. The program will lead the children to ask questions. The authors hope that, in time, this interest will grow and develop. (MM)

ED 034 096 64 AA 000 456

Williamson, Sharon Green, Ruth

Teacher's Guide to Medieval People, a Dramatic Study: The MATCH Box Project; Prototype Edition.

Childrens Museum, Boston, Mass.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No—BR-5-0710

Pub Date 66

Contract—OEC-4-16-019

Note—44p.; Appendix to Kresse, Frederick H.; Materials and Activities for Teachers and Children: A Project to Develop and Evaluate Multi-Media Kits for Elementary Schools

EDRS Price MF-\$0.25 HC-\$2.30

Descriptors—Acting, *Activity Units, Creative Activities, *Cultural Awareness, Culture, Drama, Economics, Enrichment Activities, *Instructional Materials, Learning, *Medieval History, Religion, *Role Playing, Social Characteristics

Identifiers—MATCH Boxes, *Materials and Activities for Teachers and Children

The Materials and Activities for Teachers and Children (MATCH Box) project was developed in 1965 to provide for the relatively intensive treatment of a subject over two weeks through materials geared to the elementary school level. Each MATCH Box contains materials, equipment and activities that work together to foster the teaching/learning of specific subjects. MEDIEVAL PEOPLE covers the activities and social relationships of eight characters living in a French medieval manor, St. Aliquis. Through records and films the students study the lives of these people, then assume the roles of the characters in scenes of their own creation. There are costumes, props and Character Books to aid the student. In role-playing the character students learn about the economic, religious, and cultural aspects of a typical French Medieval Manor, as well as the values and attitudes which characterized the era. At the end of the unit the students present a series of skits which demonstrates their new-found understanding of the subject matter and provides a fulfilling termination to the project. (SH)

ED 034 097 64 AA 000 457

Keating, Genevieve R. And Others

Teacher's Guide to the Rocks: The MATCH Box Project; Prototype Edition.

Childrens Museum, Boston, Mass.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No—BR-5-0710

Pub Date 66

Contract—OEC-4-16-019

Note—32p.; Appendix to Kresse, Frederick H.; Materials and Activities for Teachers and Children: A Project to Develop and Evaluate Multi-Media Kits for Elementary Schools

EDRS Price MF-\$0.25 HC-\$1.70

Descriptors—Activity Learning, Audiovisual Aids, *Discovery Learning, Elementary School Science, Geology, *Multimedia Instruction, Physical Sciences, Program Guides, *Teaching Guides

Identifiers—MATCH Boxes, *Materials and Activities for Teachers and Children

"Rocks" is a prototype kit of rock specimens, demonstration materials and activities for 5th and 6th grade classes to use over a two-week period.

It is designed to allow students to discover that rocks were not always the same as they are today, that rocks contain clues to the changes they have undergone, what life on earth was like thousands of years ago, and forces that have been at work in nature. The box is divided into 5 phases, each phase designed to take about an hour of class time to complete. The teacher's guide section for each phase lists the rock specimens under consideration in that phase, outlines procedure for the activities, and points out the kinds of discoveries the children should be making. It also includes questions that the children should be able to discuss as a result of their experiments. Suggestions are offered for activities to follow up after the box has gone. Supplements include a bibliography, an inventory of the box, and a short descriptive note about the MATCH Box Project. (JY)

ED 034 098 64 AA 000 458

Buler, Eva And Others
Teacher's Guide to the Algonquins: The MATCH Box Project; Prototype Edition.

Childrens Museum, Boston, Mass.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0710

Pub Date 65

Contract—OEC-4-16-019

Note—91p.; Appendix to Kresse, Frederick H.; Materials and Activities for Teachers and Children: A Project to Develop and Evaluate Multimedia Kits for Elementary Schools

EDRS Price MF-\$0.50 HC-\$4.65

Descriptors—*Activity Learning, *American Indians, Anthropology, Classroom Materials, Cultural Awareness, *Cultural Context, Discovery Processes, *Educational Strategies, Experimental Teaching, Foreign Culture, Inductive Methods, Instructional Materials, Learning Processes, *Manipulative Materials, Teaching Models, Teaching Procedures, Teaching Techniques, Units of Study (Subject Fields)

Identifiers—MATCH Boxes, *Materials and Activities for Teachers and Children

What better way is there to learn about something than to hold it, examine it, and take it apart? The Match Box Project (Materials and Activities for Teachers and Children) loans to schools a series of boxes which contain materials, equipment, supplies, and activities designed as a unit to foster the teaching/learning of specific subjects at the elementary school level. The ALGONQUINS is designed for grades three and four. It contains materials for a social studies unit on the life of the Northeastern Woodland Indians. The suggested activities in the Box are related to two basic, interdependent themes: how the Indians lived their daily life and how they saw the natural world and themselves. A supplementary theme is that archeological remains and early records can tell us about a vanished people. The teachers' guide describes the pictures, clothing, and artifacts the box contains and provides detailed instructions for use of its films, records, games, and stories. The full unit requires two weeks of daily classes and can be divided into four sections: descriptive introduction—village life and environment; material culture—clothing, nakake, arrow-making, and trapping; spirit helping—trapping, Petabenu's spirit helper, and the Benevolent Trout; and social life—in the wigwam of Petabenu and Petabenu's brothers. (MM)

ED 034 099 64 AA 000 459

Baird, James And Others

Teacher's Guide to Grouping Birds: The MATCH Box Project; Prototype Edition.

Childrens Museum, Boston, Mass.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0710

Pub Date 65

Contract—OEC-4-16-019

Note—43p.; Appendix to Kresse, Frederick H.; Materials and Activities for Teachers and Children: A Project to Develop and Evaluate Multimedia Kits for Elementary Schools

EDRS Price MF-\$0.25 HC-\$2.25

Descriptors—*Activity Learning, Discovery Learning, Educational Games, Elementary School Science, Instructional Aids, *Multimedia Instruction, *Taxonomy, *Teaching Guides

Identifiers—MATCH Boxes, *Materials and Activities for Teachers and Children

To introduce kindergarten-second grade children to the process of classification, a multimedia kit has been assembled. Mounted bird specimens, films, data cards, books, stickers and flash cards are provided. The classifying activities and the collecting of data from the bird mounts and films are all structured around games. Eight lesson plans are printed on cards giving the materials needed, the suggested procedure, and the length of time the activity is expected to last. Background information is provided to help the teacher answer common questions. A list is provided of other material and activities to follow up after the kit is returned. A short history of the MATCH Box Project prefaces the guide. (JY)

ED 034 100 64 AA 000 460

Standring, Gillian And Others
Teacher's Guide to Seeds: The MATCH Box Project; Prototype Edition.

Childrens Museum, Boston, Mass.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0710

Pub Date 65

Contract—OEC-4-16-019

Note—49p.; Appendix to Kresse, Frederick H.; Materials and Activities for Teachers and Children: A Project to Develop and Evaluate Multimedia Kits for Elementary Schools

EDRS Price MF-\$0.25 HC-\$2.55

Descriptors—Activity Learning, *Discovery Learning, *Elementary School Science, Instructional Aids, *Multimedia Instruction, *Plant Science, Science Activities, *Teaching Guides

Identifiers—MATCH Boxes, *Materials and Activities for Teachers and Children

The objective of this multimedia kit is to provide third and fourth grade children with materials with which they can interact, and which will help them to explore a selected part of their environment. By examining the fruits and seeds in the box, by experimenting with them, and by watching them grow, children will acquire skill in manipulating small objects; devising and designing experiments; predicting, observing and recording results; and explaining and testing their conclusions. The kit contains seeds, fruits, maps, data charts, books, equipment for experiments, and a film loop. Suggestions for using the materials are presented in the form of 11 lesson cards. In addition, there are suggestions for things to do before and after the kit. Background information on the material in the kit is provided for the teacher, as well as a bibliography and film list. A short history of the MATCH Box Project prefaces the guide. (JY)

ED 034 101 64 AA 000 461

Bever, Buz Kresse, Frederick H.

Teacher's Guide to Paddle-to-the-Sea: The MATCH Box Project; Prototype Edition.

Childrens Museum, Boston, Mass.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0710

Pub Date 67

Contract—OEC-4-16-019

Note—67p.; Appendix to Kresse, Frederick H.; Materials and Activities for Teachers and Children: A Project to Develop and Evaluate Multimedia Kits for Elementary Schools

EDRS Price MF-\$0.50 HC-\$3.45

Descriptors—*Activity Units, *American History, American Indians, Beliefs, Creative Activities, Economics, Enrichment Activities, *Geography, *Instructional Materials, Learning, Role Playing, *Units of Study (Subject Fields)

Identifiers—MATCH Boxes, *Materials and Activities for Teachers and Children

The Materials and Activities for Teachers and Children (MATCH Box) project provides for a two-week intensive treatment of a subject on the elementary school level. Each MATCH Box contains materials, equipment and activities that work together to foster the teaching/learning of the particular subject matter. PADDLE-TO-THE-SEA is a social studies unit based on the story "Paddle-to-the-Sea", by Holling C. Holling. It is the story of a small wooden canoe carved by a Canadian Indian Boy and launched by him on its way to the Atlantic Ocean. In tracing Paddle's journey the children see films and filmstrips, make collages and large geographical models, and handle Indian implements, fishing and mining tools, and samples of mine ores. While doing this they learn about the waterways of Northeastern

America, and about the cities, industries and ethnic groups which live on or near them. The economics of bartering are realized through role-playing Chippewa, Huron, and French transactions. The children have an opportunity to discuss dreams and Indians, logging camps and belief systems, and, at the end of the unit, are given the opportunity to make their own "voyageur" and launch it on its way to the sea. (SH)

ED 034 102 64 AA 000 462

Reich, Binda Schanck, Susan

Teacher's Guide to Japanese Family 1966: The MATCH Box Project; Prototype Edition.

Childrens Museum, Boston, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0710

Pub Date 66

Contract—OEC-4-16-019

Note—66p.; Appendix to Kresse, Frederick H.; Materials and Activities for Teachers and Children: A Project to Develop and Evaluate Multimedia Kits for Elementary Schools

EDRS Price MF-\$0.50 HC-\$3.40

Descriptors—Activity Units, Creative Activities, *Cross Cultural Training, Culture, Economics, Empathy, Enrichment Activities, *Family (Sociological Unit), Family Life, *Family Structure, *Japanese, Religion, Role Playing, Social Characteristics, Social Studies, *Social Studies Units, Units of Study (Subject Fields)

Identifiers—MATCH Boxes, *Materials and Activities for Teachers and Children

The Materials and Activities for Teachers and Children (MATCH Box) project provides for a two-week intensive treatment of a subject on the elementary school level. Each MATCH Box contains materials, equipment and activities that work together to foster the teaching/learning of the particular subject matter. THE JAPANESE FAMILY, 1966, leads the students to learn, via role-playing, the organization of the modern Japanese family and the rights and obligations of each member. The MATCH Box provides for five separate families, each slightly different as to the father's occupation and adherence to tradition. In order to role-play assigned family members the children learn about the family structure, religion, ancestor worship, the changing economic structure, household furnishings, and some contemporary Japanese history. Then they are "tested" by the other families to determine their manners and their understanding of the need to adhere to and honor the standards of the group. It is felt that this approach will help the children feel more sympathy and curiosity towards their Oriental counterparts than would a more general and abstract course of study. (SH)

ED 034 103 64 AA 000 463

Collin, Richard And Others

Teacher's Guide to a House of Ancient Greece: The MATCH Box Project; Prototype Edition.

Childrens Museum, Boston, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0710

Pub Date 65

Contract—OEC-4-16-019

Note—71p.; Appendix to Kresse, Frederick H.; Materials and Activities for Teachers and Children: A Project to Develop and Evaluate Multimedia Kits for Elementary Schools

EDRS Price MF-\$0.50 HC-\$3.65

Descriptors—Activity Learning, Ancient History, *Archaeology, *Discovery Learning, Elementary Grades, Instructional Aids, *Multimedia Instruction, Social Sciences, *Teaching Guides

Identifiers—MATCH Boxes, *Materials and Activities for Teachers and Children

This multimedia kit introduces sixth grade children to everyday life in an ancient Greek household, and to archeology as a tool for learning about people's lives long ago. Artifacts, filmstrips, maps, photographs, reproductions, and written material is provided for 11 lessons. The teacher is to act as the director of research rather than as a lecturer. The lesson plans suggest ways to use the material offered and activities to supplement the unit. Background information on the objects and activities is given to allow the teacher to become familiar with them before the lesson. A set of notes provides historical information about the artifacts. A supplemental materials list and a short history of the MATCH Box Project are appended. (JY)

ED 034 104 64 AA 000 464

Lee, Tunney And Others
Teacher's Guide to the City: The MATCH Box Project; Prototype Edition.

Childrens Museum, Boston, Mass.
 Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
 Bureau No.—BR-5-0710
 Pub Date 65

Contract—OEC-4-16-019
 Note—56p.; Appendix to Kresse, Frederick H.; Materials and Activities for Teachers and Children: A Project to Develop and Evaluate Multimedia Kits for Elementary Schools

EDRS Price MF-\$0.25 HC-\$2.90

Descriptors—*Activity Learning, Audiovisual Aids, *Discovery Learning, *Elementary Grades, Instructional Aids, *Multimedia Instruction, Resource Materials, *Social Studies Units, *Teaching Guides

Identifiers—*MATCH Boxes, *Materials and Activities for Teachers and Children

To introduce children (grades 1-3) to the concept of the city and to give them an appreciation for the relationship that exists between the cities men build and the lives they live in them, a multimedia kit has been assembled. The items in the kit allow the child to explore the city from various viewpoints. By comparing their similarities and differences the child can acquire a reasonable image of what a city is and what happens there. The kit includes photographs, films, books, a model city, and a record. There are 17 lesson plans. Each is printed on a separate card and gives detailed information concerning objectives, materials, and procedures. The teacher may choose the number and order of lessons most suitable for the class. Supplementary information includes a map, a poem, and background information about the contents of the kit. A list of suggested additional materials is provided. The guide is prefaced by a short history of the MATCH Box Project. (JY)

ED 034 105 64 AA 000 465

Olson, Nancy And Others
Teacher's Guide to Water Play: The MATCH Box Project; Prototype Edition.

Childrens Museum, Boston, Mass.
 Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
 Bureau No.—BR-5-0710
 Pub Date 67

Contract—OEC-4-16-019
 Note—62p.; Appendix to Kresse, Frederick H.; Materials and Activities for Teachers and Children: A Project to Develop and Evaluate Multimedia Kits for Elementary Schools

EDRS Price MF-\$0.50 HC-\$3.20

Descriptors—*Activity Learning, *Creative Activities, Discovery Learning, Educational Equipment, Elementary School Science, *Instructional Aids, Learning Experience, *Multimedia Instruction, Preschool Education, Teaching Guides

Identifiers—*MATCH Boxes, *Materials and Activities for Teachers and Children

The multimedia kit on water was designed for use by nursery school and first grade children. Water is an intriguing part of a child's world; for this reason, water was chosen as the medium for this set of instructional materials. The child's natural way of exploring his environment is through play; he is really learning ways to discover and experience the world first hand. The box contains such equipment as aprons, mops, pails, tubing, containers of various shapes, funnels, water wheels, pumps, and fountains—all to be used as the child sees fit. There are also photographs, a film and a record to help generate discussion. The teacher's guide consists mainly of large photographs with comments about the activity pictured, poems and quotes from the children, and suggestions of ways to focus their attention on an interesting event. Ways to continue exploring after the kit is returned are presented. A short description of the MATCH Box Project is included. (JY)

ED 034 106 64 AA 000 466

Williams, Susan Williamson, Sharon
Teacher's Guide to Imagination Unlimited. The MATCH Box Project; Prototype Edition.

Childrens Museum, Boston, Mass.
 Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
 Bureau No.—BR-5-0710
 Pub Date 67

Contract—OEC-4-16-019

Note—38p.; Appendix to Kresse, Frederick H.; Materials and Activities for Teachers and Children: A Project to Develop and Evaluate Multimedia Kits for Elementary Schools

EDRS Price MF-\$0.25 HC-\$2.00

Descriptors—Activity Learning, Audiovisual Aids, *Discovery Learning, *Imagination, *Multimedia Instruction, Program Guides, *Self Expression, *Teaching Guides, Thought Processes Identifiers—*MATCH Boxes, *Materials and Activities for Teachers and Children

The idea of this box of multimedia instructional materials is to surround the children with curious and wonderful objects and experiences which will stimulate them to self-expression. The kit provides a set of unusual objects: two movies about a rainshower, one from a weatherman's point of view and one as seen through the eyes of an artist; a set of pictograph word cards to be used in a game; and 25 photographs to interpret. The teacher's guide gives the procedure for 11 lessons which are designed to allow imaginative play with words in order to learn how words relate to each other, how their associations vary, and how their meanings shift and change. Throughout the box, emphasis is placed upon careful observation and individual interpretation of events. Supplements include an inventory of the box; a list of books, films, other related projects, and a short descriptive note about the MATCH Box Project. (JY)

ED 034 107 AA 000 467

Overmyer, LaVahn
Library Automation: A Critical Review.

Case Western Reserve Univ., Cleveland, Ohio.
 School of Library Science.
 Bureau No.—BR-7-1268
 Pub Date Dec 69
 Grant—OEG-1-7-071268-5079
 Note—334p.

EDRS Price MF-\$1.25 HC-\$16.80

Descriptors—*Automation, *Cataloging, Library Education, Library Planning, *Library Research, *Library Technical Processes, *Networks

This report has two main purposes: (1) To give an account of the use of automation in selected libraries throughout the country and in the development of networks; and (2) To discuss some of the fundamental considerations relevant to automation and the implications for library education, library research and the library profession. The first part of the report traces the development of automation in libraries and discusses in detail the work going on in more than twenty selected libraries. In addition, briefer accounts are given for a number of other libraries and cooperative projects. The second part is concerned with factors that must be taken into account in planning and developing automated systems and networks and the implications of automation for library education, library research, and the library profession. (Author)

ED 034 108 AC 005 037

A.I.D. Participant Training Program: The Transfer and Use of Development Skills.

Agency for International Development, Washington, D.C.
 Pub Date 66
 Note—297p.

EDRS Price MF-\$1.25 HC-\$14.95

Descriptors—*Developing Nations, Educational Methods, Followup Studies, *Foreign Students, Occupational Information, Participant Characteristics, Participant Satisfaction, Program Content, *Program Evaluation, Program Length, Statistical Data, Surveys, *Technical Assistance, *Training, Transfer of Training Identifiers—*Agency for International Development, AID

Using interviews and questionnaire, this survey investigated aspects of the Agency for International Development (AID) training programs, participants' reactions, and subsequent uses made of training. Data were obtained on personal background and occupation, pretraining activities, actual program sojourns, and the aftermath. These were among the findings: (1) typically, former trainees were relatively mature (age 35), experienced men occupying administrative, technical, and professional positions in government service; (2) leading fields of training were agriculture, industry and mining, education, health, public administration, and transportation; (3) observation tours or combinations of methods predominated; (4) trainees were satisfied with

selection processes and initial information on social and cultural patterns, but less so with other aspects of their preparation; (5) program length (preferably longer) was the main point in overall evaluations; (6) most trainees were satisfied with, and a majority have made effective use of, their training; (7) program length, participant involvement in planning, perceived career advantages, satisfaction, and relationships to AID were significantly related to utilization, but evaluations of nontechnical program aspects apparently were not. (ly)

ED 034 109 AC 005 107

Wedemeyer, Charles A. Najem, Robert E.

AIM: From Concept to Reality. The Articulated Instructional Media Program at Wisconsin. Notes and Essays on Education for Adults, No.61.

Syracuse Univ., N.Y. Publications Program in Continuing Education.
 Pub Date Aug 69
 Note—83p.

Available from—Syracuse University Press, Box 8, University Station, Syracuse, New York 13210 (\$2.50)

Document Not Available from EDRS.

Descriptors—*Adult Students, Experimental Programs, Media Research, Media Technology, *Multimedia Instruction, Programed Instruction, *Special Degree Programs, Teaching Techniques, Telecourses, *Universities, *University Extension

Identifiers—*Articulated Instructional Media Program

This report attempts to assess Articulated Instructional Media (AIM), a special degree program for adults which existed from 1964-68 at the University of Wisconsin. During 1964-66 a special sequence of interdisciplinary advanced courses in humanities, social studies, and the sciences were developed, which were an expansion of the school's residence freshman-sophomore Integrated Liberal Studies Program. The courses were offered through combination short sessions, off-campus seminars, and independent study, amplified by telecourses, radio-television, programmed material, and mobile laboratories and libraries. In 1966, AIM became part of University Extension, and restricted its service to consulting on the articulated use of media. The entire program was also used as a catalyst for change throughout the university to encourage professors to incorporate multimedia teaching techniques into their courses. (se)

ED 034 110 AC 005 385

Preparing for the Seventies. Report of the Work of the National Board of YMCAs (Chicago, Illinois, October 18-19, 1968).

YWCA of the U.S.A., New York, N.Y.
 Pub Date Oct 68
 Note—39p.

Available from—Research and Development Services, National Board of YMCAs, 291 Broadway, New York, N.Y. 10007

EDRS Price MF-\$0.25 HC-\$2.05

Descriptors—Family Life Education, Females, *Governance, *Minority Groups, Negroes, Participant Involvement, *Policy Formation, Program Development, Program Evaluation, *Religious Organizations, Urban Areas, Values, Young Adults, Youth

Identifiers—Young Mens Christian Association

This document contains the results of the National Board of YMCAs (Young Men's Christian Association's) deliberations and actions on "Preparing for the Seventies" at its meeting in October 1968. It is for the purpose of providing clarification and assistance to individuals and groups responsible for implementation of the National Board's recommendations. Contents include a description of the study of the Seventies, action recommendations to the National Board from the work groups, and an evaluation of the study. Included are recommendations to member groups to establish commissions to: (1) develop means to insure representation of youth, young adults, women, and minority groups on staff and all policy making bodies; (2) reexamine the guidelines for "position taking" used previously and formulate new ones to identify issues and to move to effective action; and (3) develop ways for reaching the urban youth and poor through interagency programs. Appendixes include the working papers and illustrative action alternatives. (dm)

ED 034 111

AC 005 516

Kamitsuka, Arthur Jun
A Conceptual Scheme for an Adaptation of Participation Training in Adult Education for Use in the Three Love Movement of Japan.
 Indiana Univ., Bloomington.

Pub Date 68

Note—308p.; Ph. D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 69-4762, MF \$3.95, Xerography \$13.95)

Document Not Available from EDRS.

Descriptors—Cultural Factors, *Democratic Values, Doctoral Theses, Educational Objectives, *Group Discussion, Historical Reviews, Investigations, *Participation, Social Change, *Social Values, *Training

Identifiers—*Japan, Three Love Movement

This study concentrated on developing a conceptual scheme for adapting participation training, an adult education approach based on democratic concepts and practices, to the Three Love Movement (Love of God, Love of Soil, Love of Man) in Japan. (This Movement is an outgrowth of Protestant folk schools.) While democratization is an aim, the Movement also reflects social relationships within a hierarchical social system, group decisions, responsibility, loyalty, and solidarity rather than individual action and responsibility, conforming for the sake of unity, and being taught what to think rather than how. An examination of participation training, especially the two basic structural elements of voluntary leadership roles and learning tasks, and the concepts of participation, participants as individuals, and participants as group members, led to the conclusion that the Three Love Movement could adapt this form of adult learning as an educational program for Japan's democratic reconstruction. Tasks essential in introducing, organizing, activating, expanding, applying, and evaluating programs were set forth. (A historical review of Japanese education, 1868-1945 and post war, is included.) (author/ly)

ED 034 112

AC 005 565

Volland, Virgil A. Trent, Curtis, Ed.
Recruiting Students for Adult Education Programs.

Kansas State Univ., Manhattan. School of Education.

Pub Date May 69

Note—157p.

EDRS Price MF-\$0.75 HC-\$7.95

Descriptors—*Adult Basic Education, Adult Dropouts, *Adult Education Programs, *Adult Learning, Community Colleges, Culturally Disadvantaged, Economically Disadvantaged, Inservice Teacher Education, Instructional Materials, Mathematics Materials, Program Administration, Teaching Techniques, Testing

This publication is a collection of selected papers presented by participants in an adult education seminar, spring semester 1969, at Kansas State University. The focus of the seminar was on understanding the adult basic education programs. Papers covered topics such as student recruitment; adult dropouts; teaching techniques; adult learning characteristics; disadvantaged adults; vocational programs; adult counseling; testing in adult basic education programs; inservice teacher education; mathematics materials; the community college role; and administration of adult education programs. (se)

ED 034 113

AC 005 575

Gregory, Marion, Ed.

Religion and Social Change.

North Carolina Univ., Raleigh. N.C. State Univ.

Agricultural Policy Inst.

Pub Date Mar 69

Note—208p.

EDRS Price MF-\$1.00 HC-\$10.50

Descriptors—Bibliographies, Changing Attitudes, Church Programs, *Church Role, Clergymen, Decision Making, Disadvantaged Groups, *Economic Progress, Employment, Government Role, Income, Leisure Time, Money Systems, Power Structure, *Religion, Rural Areas, Social Action, *Social Change, *Social Problems, Southern States, Urban Areas, Violence

This volume contains the proceedings of a conference of social scientists and ministers on "Religion and Social Change" held at the North Carolina State University (Raleigh). Five seminars were held on the topics of (1) economic

progress; (2) the distribution of income, status, and power; (3) the local community decision-making process; (4) maximizing the economy for development; and (5) organizing the church for social change. Among the more specific items discussed were: the meaning and measurement of economic progress; agricultural policy; economic change in the South; the distribution of the poor; the causes and politics of poverty; the power structure in North Carolina; the church and alternative strategies for change; the church and regional planning; labor unions and full employment; work and leisure; and manpower training programs. There was extensive discussion of ways to organize the church for social change including changing social functions of the church; new types of parish church renewal; ways of allocating church resources to deal with social problems; and the social impact of liturgy. Appendixes include reading lists on the subjects discussed. (dm)

ED 034 114

AC 005 578

Report on Participant Training; Fiscal Year 1966.
 Agency for International Development, Washington, D.C. Office of International Training.

Pub Date 66

Note—31p.

EDRS Price MF-\$0.25 HC-\$1.65

Descriptors—*Annual Reports, Contracts, Federal Aid, *Foreign Students, Geographic Regions, *International Programs, Private Financial Support, Specialization, *Training, Units of Study (Subject Fields)

The Agency for International Development report on participant training for the fiscal year 1966 includes graphical representation and statistical tables. The former gives non-contract arrivals in the United States (U.S.) by Fiscal Year (FY), 1950-1966; non-contract arrivals in the U.S. by field activity, FY 1950-1966, with cumulative percentage by area; and non-contract participant arrivals in the U.S., by area of origin, FY 1962 through 1966. Statistics include details on: AID-sponsored arrivals in the U.S.; non-contract arrivals, programed by participating government agencies, private contractors and other organizations, and field of specialization; contract arrivals by area of origin and field training; arrivals trained exclusively in third countries; and arrivals in third countries by area of origin and U.S. AID field of training activity. (nl)

ED 034 115

AC 006 011

Ham, Don Gay

Performance, Goal and Role Ambiguity.

Colorado State Univ., Ft. Collins.

Pub Date 68

Note—120p.; Ph. D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 69-12459, MF \$3.00, Xerography \$5.80)

Document Not Available from EDRS.

Descriptors—Administrative Personnel, Age Differences, Analysis of Variance, Doctoral Theses, Educational Background, Experience, *Extension Agents, Intelligence, Investigations, Job Tenure, *Objectives, *Performance, *Role Perception, *Youth Leaders

Identifiers—Remote Associates Test, *University of Missouri

Focusing on youth agent positions in the University of Missouri Extension Division, this study tested the relationship between performance, conceptual skills, and role ambiguity (ideal and perceived actual roles). Conceptual skills were measured from word associations by the Remote Associates Test (RAT); youth agent performance ratings were made by specialists and district directors. As performance rankings increased, perceived ambiguity decreased (goal and role) and actual ambiguity increased; as actual and perceived goal ambiguity rose, actual and perceived role ambiguity also increased. Performance ratings tended to increase with increasing RAT scores. As actual ambiguity increased, perceived ambiguity decreased. Performance ratings, RAT scores, and ambiguity increased with greater tenure in Extension and with increased scope of occupational experience. Performance ratings were positively related to perceptual skills and actual ambiguity, but negatively related to perceived ambiguity. Conclusions point to considerable goal displacement, especially among field staff. (author/ly)

ED 034 116

AC 006 013

Jacobson, Wally Dale

Social Power in Group Discussion Literature.

Washington Univ., Seattle.

Pub Date 68

Note—512p.; Ph. D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 69-7060, MF \$6.50, Xerography \$23.20)

Document Not Available from EDRS.

Descriptors—Conformity, Doctoral Theses, Evaluation, *Group Discussion, *Group Dynamics, Interaction Process Analysis, Investigations, *Participation, Performance, *Power Structure

The group discussion literature was examined to determine how fully its principles had incorporated social power principles, and to incorporate relevant power principles into the principles of group discussion. Discussion principles were classified by properties of group members, properties of groups, conditions imposed on groups, interaction processes, and subjective and objective measures of member and group performance. Power principles were classified in terms of power agents, methods of exerting power, and recipients of power attempts. These were among the findings: (1) of the 84 discussion principles discussed, all but nine needed some modification to reflect established power principles and become more useful and dependable; (2) a member's influence in a group depends, not on speaking skill or the ability to use and recognize logical thinking and dialectic, but on how often he contributes to discussion; (3) recognized power discrepancies (including the much maligned element of conformity) are helpful to a group, while unsettled power structures lead to less member satisfaction and a poorer group product; (4) leaders are more successful when they participate and offer evaluations than when they serve only as process regulators. (author/ly)

ED 034 117

AC 006 015

Ali Khan, Ansar

An Analysis of the Improvement of Quality Instruction Programs for Cooperative Extension Personnel in Ohio.

Ohio State Univ., Columbus.

Pub Date 68

Note—138p.; Ph. D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 69-4917, MF \$3.00, Xerography \$6.60)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Adoption (Ideas), Age Differences, Analysis of Variance, Attendance, *Attitudes, Doctoral Theses, Educational Background, Experience, *Extension Agents, *Inservice Education, Job Tenure, *Performance, Research, Status, Teaching Techniques, Workshops

Identifiers—*Cooperative Extension Service, Ohio

This study investigated the attitudes and understanding of participants and nonparticipants toward a program to improve the quality of instruction by Ohio Cooperative Extension Service personnel. Using a questionnaire and rating scales, data were obtained on personal background, teaching methods and techniques, and educational aids and practices, as related to attitudes and cognitive learning. These were some of the conclusions: (1) the workshops had enabled participants to use a greater number of approved teaching methods and educational practices than nonparticipants and to use educational practices more effectively; (2) participants perceived the value of the workshops more favorably than nonparticipants; (3) respondents aged 30-49 had higher cognitive knowledge scores than older or younger groups; (4) respondents' experience in the Cooperative Extension Service did not affect attitudes or cognitive knowledge scores; (5) neither formal education nor position in the organization affected attitudes toward the workshops; (6) higher position respondents had higher knowledge scores than lower position respondents; (7) over half the respondents were using more than half the approved methods and procedures. (author/ly)

ED 034 118

AC 006 021

Schankerman, Maurice

In-Service Education: A Study of the Participation Patterns of a Selected Group of Elementary School Teachers.

Indiana Univ., Bloomington.

Pub Date 68

Note—242p.; Ed. D. Thesis

Available from—University Microfilms, 300 N.

Zeeb Rd., Ann Arbor, Michigan, 48106 (Order

No. 69-6772, MF \$3.15, Xerography \$11.05)

Journal Cit—Dissertation Abstracts; v29 n10

1969

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Educational Needs, *Elementary School Teachers, *Inservice Teacher Education, Investigations, Leadership, Opinions, *Participant Involvement, *Participation, Program Administration, *Program Evaluation, Program Planning, Scheduling, Teaching Techniques

A study was made of inservice education activities for a selected group of public elementary school teachers in Indianapolis, with emphasis on patterns of participation, activities offered to, and desired by, teachers, teacher evaluation of activities, opinions on administration of the program, and recommended improvements. Questionnaire respondents (181, or 57% of teachers surveyed) gave data on such matters as likes, dislikes, scheduling, and program leadership. Teachers desired many more kinds of activities, greater involvement in program planning, planning and initiation of activities at the district level, and increased supervision by principals, supervisors, and consultants. They sought staff counseling concerning professional growth and development, career planning, and personal problems; favored classroom observation, both within their own schools and in other schools; and desired small group discussion meetings by grade level or subject areas. They indicated that inservice education (preferably on a released time basis) should be required regardless of tenure, degree status, or experience; and sought involvement in a cooperative study of school system policy, educational aims and philosophy, classroom experimentation, and current research. (author/ly)

ED 034 119

AC 006 022

Schroeder, Wayne Lee

Factors Related to the Academic Success of Male College Students from Five Selected Wisconsin Counties.

Wisconsin Univ., Madison.

Pub Date 63

Note—319p.; Ph. D. Thesis

Available from—University Microfilms, 300 N.

Zeeb Rd., Ann Arbor, Michigan, 48106 (Order

No. 63-3966, MF \$4.10, Xerography \$14.40)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, *College Students, Doctoral Theses, Educational Background, Employment, *Grades (Scholastic), High School Students, Intelligence, *Longitudinal Studies, Males, Motivation, Personality, *Prediction

Relationships were sought between selected background factors and college academic success of 186 male high school graduates of 1957 from five Wisconsin counties who attended college a minimum of one year. Background data came from high school academic records and by five questionnaires administered over a five year period. College academic data (first year overall grade point averages plus course averages) came from official transcripts. Findings included the following: (1) all high school academic factors, including grade point averages in language, pure science, mathematics, social science, and in all courses, correlated positively with corresponding college averages; (2) the 24 nonacademic factors as a group added relatively little to prediction; (3) those whose high school course interests were influenced by the challenging, stimulating, or problematic nature of courses earned significantly higher college averages; (4) those who had been interested in pure science and mathematics, surpassed other groups in college except the group indicating interest in high school language. (author/ly)

ED 034 120

AC 006 023

Serfontein, Jozua

Job Satisfaction of South African Extension Agents.

Wisconsin Univ., Madison.

Pub Date 67

Note—224p.; Ph. D. Thesis

Available from—University Microfilms, 300 N.

Zeeb Rd., Ann Arbor, Michigan, 48106 (Order

No. 67-9021, MF \$3.00, Xerography \$10.15)

Document Not Available from EDRS.

Descriptors—Achievement, Administrative Policy, Doctoral Theses, Educational Background, *Extension Agents, Individual Characteristics, Investigations, *Job Satisfaction, *Personnel Needs, Professional Recognition, Promotion (Occupational), Questionnaires, Responsibility, Rural Extension, Salaries, Supervision, Work Attitudes

Identifiers—*South Africa

A study was made of factors related to job satisfaction of agents of the South African Extension Service. A questionnaire, including both open-ended questions and structured statements, was mailed to all male extension agents asking for sources of job satisfaction. The 87 respondents studied represented 75.6% of the agents. Agents identified status, responsibility, supervision, working conditions, advancement, and recognition as satisfiers, and achievement, administration and policies, the work itself, and salary as dissatisfiers. Conclusions were applicable only to the agents studied and differed from those reached in a previous study of industrial workers in the United States. Evidence indicated that job satisfaction was caused by a group of factors different from those that caused job dissatisfaction and it seemed that the factors causing dissatisfaction could differ between occupations. (author/nl)

ED 034 121

AC 006 024

Stanbury, Harry Douglas

A Study of Adult Education Opportunities for an Underprivileged Community.

Michigan State Univ., East Lansing.

Pub Date 65

Note—147p.; Ph. D. Thesis

Available from—University Microfilms, 300 N.

Zeeb Rd., Ann Arbor, Michigan, 48106,

(Order No. 66-8492, MF \$3.00, Xerography

\$7.00)

Document Not Available from EDRS.

Descriptors—*Adult Education Programs, *Disadvantaged Environment, Doctoral Theses, Educational Needs, Educational Opportunities, Educational Planning, Interviews, *Mergers, Professional Services, *School Districts, *Suburbs, Volunteers

This study aimed at describing: the forced attachment of two suburban districts and the extension of adult education opportunities to a disadvantaged community, the process and actions involved in establishing the Carver School Adult Education Program, and the attempt to provide educational opportunities for the adults of the Carver School area. Data came from a variety of sources: newspapers and magazines, official minutes and other important records of the Oak Park School District, unpublished pamphlets and research, and personal documents of school officials. Data were also received through interviews with persons directly involved with the proceedings. Following were some conclusions reached by the writer: Political expediency rather than a planned and orderly procedure preceded the dissolution of the Carver School and its eventual attachment to the Oak Park School District; citizens and school officials felt that insufficient planning had taken place prior to the attachment; volunteer instructors and the professional help and donations of several social agencies aided the founding of the Carver Adult Education Program and other portions of a Community School Program; and there is still a need for basic education and vocational retraining. (author/nl)

ED 034 122

AC 006 026

Canty, W. Alan

An Exploration of Counselor-Potential Personality Attributes as Found in Four Selected Adult Populations.

Michigan Univ., Ann Arbor.

Pub Date 68

Note—246p.; Ph. D. Thesis

Available from—University Microfilms, 300 N.

Zeeb Rd., Ann Arbor, Michigan, 48106,

(Order No. 69-12,064, MF \$3.20, Xerography

\$11.25)

Document Not Available from EDRS.

Descriptors—Analysis of Variance, *Aptitude, *Counselor Characteristics, Decision Making, Doctoral Theses, Interpersonal Relationship, Measurement Instruments, *Personality, Problem Solving, Research, *Secondary School Teachers, Statistical Analysis, Student Teacher Relationship

Identifiers—*Counselor Situation Analysis Inventory, Student Crisis Index

Conducted during 1967-68 at four high schools in a large Midwestern city, this study sought to locate adults with counselor potential and to generalize as to their personality attributes. The Counselor Situation Analysis Inventory (CSAI), requiring no previous knowledge of counseling, was administered to 536 teachers. A special Student Crisis Index (SCI) was used with 3,445 seniors, who were required to select the two teachers in their school to whom they would turn with an educational or personal problem. When matched with a control group of comparable background, SCI nominees were far more willing to set personal needs aside to help students and other adults, displayed great strength of character and personal integrity, could accept either a self-assertive or an appropriately subordinate stance, were honest in relationships with others, and did not view counseling as a step toward other administrative positions. Although Negroes comprised 45% and female teachers 69% of the large sample, white males were preferred two to one. Only three of the nominated teachers were of the age group of the students' parents. (author/ly)

ED 034 123

AC 006 027

Dove, Charles James

Intercultural Training for Foreign Assistance.

Michigan Univ., Ann Arbor.

Pub Date 68

Note—395p.; Ph. D. Thesis

Available from—University Microfilms, 300 N.

Zeeb Rd., Ann Arbor, Michigan, 48106 (Order

No. 69-12,087, MF \$5.05, Xerography \$17.80)

Document Not Available from EDRS.

Descriptors—Analysis of Variance, *Communication (Thought Transfer), *Consultants, *Cross Cultural Training, Doctoral Theses, Evaluation, Evaluation Techniques, *Experimental Programs, Program Design, Research, Role Playing, Simulation, *Technical Assistance, Training Techniques

Identifiers—*Agency for International Development

An attempt was made to design and test an intercultural training program to prepare new employees for foreign assistance work. The desired skill was communication which seeks information and potential areas of agreement, includes personal content, and is alert to cultural influences on communication. Sixty-five new Agency for International Development employees attended a week of training involving skill exercises, role playing, and simulation. Gains were noted in such areas as seeking information as compared to giving it, introducing personal content into communication, ability to recommend effective communication techniques, and perception of a change agent's role as helping people to solve their own problems in their own way. Correlations between future assignments and training results were insignificant. Moreover, no conclusion could be drawn as to the influence of professional background on learning, or to indicate that changes stemmed from increased awareness of cultural and value system influences on communication. Recommendations for program improvement and further research were made. (author/ly)

ED 034 124

AC 006 028

Fishelson, Gideon

Returns to Human and Research Capital, United States Agriculture, 1949-1964.

North Carolina Univ., Raleigh. N.C. State Univ.

Pub Date 68

Note—121p.; Ph. D. Thesis

Available from—University Microfilms, 300 N.

Zeeb Rd., Ann Arbor, Michigan, 48106 (Order

No. 69-7656, MF \$3.00, Xerography \$6.00)

Document Not Available from EDRS.

Descriptors—Adoption (Ideas), *Agricultural Education, Corn (Field Crop), Correlation, *Cost Effectiveness, Doctoral Theses, *Human Capital, Input Output Analysis, Investigations, Investment, Productivity, *Public Education, Resources, *Rural Extension, Scientific Research, Vocational Agriculture

This study estimated rates of return to public investments in human and research capital (formal schooling and extension and vocational agricultural education) in the United States agricultural industry. (Southern states were excluded because of demographic and educational factors that would have biased the variables.) Output per farm was defined in terms of human capital, research at state agricultural experiment stations, and inputs of land, labor, machinery,

other expenditures, and fertilizer. The lag distribution of research was identified with the rate of adoption of hybrid corn in corn belt states. Values of marginal product ranged from \$0.25 to \$0.61 per dollar per year (schooling), \$4.96 to \$19.86 (extension and vocational agricultural education), and \$5.81 to \$15.28 (research). Ranges for internal rates of return were 9.6% to 61%, 196% to 636%, and 24.6% to 43.1%, respectively. Conclusions justified additional investments in these kinds of education and research. (author/ly)

ED 034 125

AC 006 029

Luscombe, Irving Foulds
WNYC: 1922-1940--The Early History of a
Twentieth-Century Urban Service.
New York Univ., N.Y.

Pub Date 68
Note--388p.; Ph. D. Thesis
Available from--University Microfilms, 300 N.
Zeeb Rd., Ann Arbor, Michigan, 48106 (Order
No. 69-11,824, MF \$4.95, Xerography \$17.55)
Document Not Available from EDRS.

Descriptors--Broadcast Industry, *Community
Education, Cultural Education, Doctoral
Theses, *Educational Radio, *Historical
Reviews, Investigations, *Municipalities, Program
Content, Public Affairs Education
Identifiers--New York City, *Station WNYC

Station WNYC, New York, began operation in
1924 as a means of improving police and fire
department services and raising the educational and
cultural level of the citizenry. However, Mayor
Hylan tried to use WNYC for personal political
purposes; and until 1933, under Mayors Walker,
McKee, and O'Brien, the station was hand-
icapped by the Hylan fiasco, lack of funds for
professional talent, inexperience in using a com-
munications medium for city services, and restric-
tions imposed by the Federal Radio Commission.
Then, after receiving full daytime use of a new
frequency, WNYC increased its air time and its
educational outreach. Later, under LaGuardia,
WPA musical combinations provided WNYC
with classical music, the Federal Theater Project
made dramatic works available, Federal funds
subsidized reconstruction and expansion of facili-
ties, and ventures were made into the broadcast-
ing of committee hearings, court proceedings,
frank health messages, and civic lectures on
proposed municipal reforms, and, until discon-
tinued, broadcasts of meetings of the newly
established (1938) City Council. Despite intense
political controversy culminating in an effort in
1940 to abolish WNYC, influential civic groups
and prominent citizens so strongly affirmed its
value that WNYC came through with increased
prestige. (author/ly)

ED 034 126

AC 006 030

Quisenberry, Evelyn Pearl
Consequence in the Educational Needs of
Homemakers in Lake County, Indiana As Per-
ceived by Program Determiners, Existing Client-
ele and Potential Clientele.
Wisconsin Univ., Madison.

Pub Date 68
Note--201p.; Ph. D. Thesis
Available from--University Microfilms, 300 N.
Zeeb Rd., Ann Arbor, Michigan, 48106 (Order
No. 69-982, MF \$3.00, Xerography \$9.25)
Document Not Available from EDRS.

Descriptors--Community Leaders, Doctoral
Theses, *Educational Needs, *Home
Economics Education, Homemakers Clubs,
*Housewives, Individual Characteristics, Partic-
ipant Characteristics, *Perception, Rating
Scales, Research, *Rural Extension,
Socioeconomic Status, Specialists, Urban Ex-
tension

Identifiers--*Cooperative Extension Service, Indi-
ana

This study sought mainly to determine how
needs perceived by Cooperative Extension spe-
cialists and Extension Home Economics influen-
tials (largely homemakers) compare with percep-
tions by existing and potential extension Home
Economics club clientele. Rank ordered percep-
tions of influentials and three other respondent
groups (including 207 homemakers in Lake
County, Indiana) concerning educational needs
were compared. Differences between influentials'
perceptions and those of present and potential
clients were examined in relation to five program
areas and several background variables (age, edu-
cation, number of children under 18, tenure in

clubs, participant or not, occupation, income, re-
sidence). These were among the findings: (1) in-
fluentials ranked Individual and Community
Resource Development higher, and Family Sta-
bility, Consumer Competence, and Family Health
lower, than other groups; (2) "coping with ten-
sions and pressures in everyday life" was the only
statement ranked in the top 10% by every group;
(3) personal and family relations, tension and
pressure of everyday life, the feelings, concerns,
and emotions of various age groups, and manage-
ment of time and money were among the chief
concerns of all groups; (4) age and number of
children under 18 were the main background
variables in rankings of program areas.
(author/ly)

ED 034 127

AC 006 094

Smith, Duncan N.
A Forgotten Sector: The Training of Ancillary
Staff in Hospitals.
Pub Date 69

Note--178p.
Available from--Pergamon Press, Inc., 44-01 21st
St., Long Island City, N.Y. 11101
Document Not Available from EDRS.

Descriptors--Adult Education, Ancillary Services,
Building Operation, Cleaning, Educational
Facilities, *Females, Food Service, Grounds
Keepers, *Hospital Personnel, Labor Turnover,
*Males, Nurses Aides, Off the Job Training, On
the Job Training, Paramedical Occupations,
*Subprofessionals, Surveys, *Training
Identifiers--*Great Britain

A study was made, in England and Wales, of
training needs of hospital ancillary staff; it
concentrated on a group of hospitals in each of six
Hospital Regions. In addition, information was
collected at the national level and brief visits
were made in other regions. Findings showed
large differences in staffing between hospitals of
similar types, little systematic study of labor
supply and deployment, poor financial control,
confused responsibilities, and lack of modern
management techniques. Training needs and cur-
rent practices were studied for several categories
of ancillary services--catering, serving of food,
cleaning, porters, paramedicals, telephone op-
erators, laundry personnel, gardeners, builders and
storemen. Facilities for further education--day
release, fees, and allowances--were reported. Ap-
pendices include a list of interviews held during
the study and notes on some courses referred to
in the report. (eb)

ED 034 128

AC 006 095

Lewis, Edwin C.
Developing Woman's Potential.
Pub Date 68

Note--389p.
Available from--Iowa State University Press,
Ames, Iowa 50010
Document Not Available from EDRS.

Descriptors--*Ability, Achievement, Aspiration,
Bibliographies, *Career Opportunities, Col-
leges, Discriminatory Attitudes (Social), Em-
ployment, Family Relationship, *Females,
Marital Status, Motivation, Parent Child Re-
lationship, Part Time Jobs, Research Reviews
(Publications), *Role Perception, Sex Dif-
ferences, Teaching, *Working Women

A psychologist explains the renewed interest in
the role of women in our society and examines
and clarifies the issues by means of scientific data
and opinion. Contents of the book cover: the
revolution in a man's world, the girl grows up,
sex and abilities, the female personality, the
homemaker, women in the labor force, the em-
ployed woman, the working wife and mother, the
career woman, the education of the high school
girl, the college girl, the use and abuse of higher
education for women, and enlightened planning.
The research studies on which this material is
based are cited in the appendix and keyed to an
extensive bibliography. (eb)

ED 034 129

AC 006 096

Haggood, David Bennett, Meridan
Agents of Change: A Close Look at the Peace
Corps.
Pub Date 68

Note--244p.
Available from--Little, Brown and Co., 34
Beacon St., Boston, Mass. 02106 (\$5.95)
Document Not Available from EDRS.

Descriptors--Agriculture, *Change Agents,
*Community Development, *Developing Na-

tions, Education, Family Planning, Foreign Pol-
icy, Nutrition, Public Health, Teaching,
*Volunteers, *Volunteer Training
Identifiers--*Peace Corps

A critical evaluation of the Peace Corps covers
a broad range of ideas and events, including the
consequences of United States intervention in the
affairs of others, the theory and practice of
teaching in other cultures, the difficulties of food
production and nutrition, and the problems of
birth control and public health. There is also a
discussion of community development--what this
vague and general term means specifically to peo-
ples in different parts of the world. (eb)

ED 034 130

AC 006 097

Weissman, Harold H., Ed.
Employment and Educational Services in the Mo-
bilization for Youth Experience.

National Board of Young Mens Christian As-
sociation, New York, N.Y.

Pub Date 69
Note--223p.
Available from--Association Press, 291 Broad-
way, New York, N.Y. 10007 (\$4.95)
Document Not Available from EDRS.

Descriptors--*Community Development, Educa-
tional Innovation, *Educational Opportunities,
*Employment Opportunities, Guidance Pro-
grams, Job Placement, Job Training, Parent
Education, Poverty Programs, *Puerto Ricans,
Remedial Instruction, School Community Re-
lationship, Teaching Quality, *Urban Youth, Vo-
cational Counseling
Identifiers--Mobilization for Youth, New York
City

This is one of four volumes constituting an in-
tellectual history of a pioneer inner city youth
project: Mobilization For Youth, a multi-
discipline social agency in New York's lower east
side Puerto Rican slum, geared to demonstration,
research, and social action in eradicating poverty
and attendant ills. It offers insights into the
techniques which account for the successes and
failures in the fields covered. Topics discussed
center on the foci of employment and educa-
tional opportunities including: (1) trainee
processing; (2) vocational counseling; (3)
remedial education; (4) job placement; (5)
parent education programs; (6) school commu-
nity relations; (7) guidance programs; (8) im-
provement in the quality of teaching; and (9) educa-
tional innovation: the case of an external innova-
tion organization. (dm)

ED 034 131

AC 006 098

Weissman, Harold H., Ed.
Community Development in the Mobilization for
Youth Experience.

National Board of Young Mens Christian As-
sociation, New York, N.Y.

Pub Date 69
Note--190p.
Available from--Association Press, 291 Broad-
way, New York, N.Y. 10007 (\$4.95)
Document Not Available from EDRS.

Descriptors--*Community Development, Con-
sumer Education, Delinquency, Drug Addic-
tion, Housing Needs, *Poverty Programs,
*Puerto Ricans, *Urban Youth, Voter Registra-
tion, Welfare Problems
Identifiers--Mobilization For Youth, New York
City

This is one of four volumes which constitute a
history of a pioneer inner city youth project in a
Puerto Rican slum in New York City: Mobiliza-
tion For Youth, a multi-discipline social agency
geared to demonstration, research and social ac-
tion in eradicating poverty and its attendant ills.
The volume discusses techniques and methods
which account for the successes and failures in
the fields covered. Topics include: (1) an over-
view of the community development program;
(2) a case history of a block association; (3) the
housing program 1962-1967; (4) consumer affairs
programs; (5) voter registration campaigns; (6)
organization of welfare clients; (7) attacks on the
project; (8) problems in maintaining stability in
low income social action organizations; and (9)
social action in a social work context. (dm)

ED 034 132

AC 006 099

Clark, Kenneth B. Hopkins, Jeannette
A Relevant War Against Poverty. A Study of
Community Action Programs and Observable
Social Change.

Metropolitan Applied Research Center, Inc., New
York, N.Y.

Pub Date 69

Note—294p.

Available from—Harper & Row, Inc., 49 East 33rd St., New York, N.Y. 10016 (\$6.95)

Document Not Available from EDRS.

Descriptors—*Action Programs (Community), Community Involvement, Disadvantaged Groups, *Evaluation Criteria, Federal Government, Objectives, Political Influences, *Poverty Programs, *Program Evaluation, Social Change, *Urban Areas

Identifiers—Economic Opportunity Act of 1964

Twelve urban community action programs (CAP) were examined in depth to determine how each of them operationally defined community action and to evaluate their performance. The criteria used were: (1) a clear statement of purpose and programs consistent with that purpose; (2) strong independent leadership and a built-in evaluation and accountability system; (3) some form of involvement of the poor on the policy making level; (4) the development of dependable allies to protect the integrity of the programs; and (5) observable evidence of actual positive changes in the condition of the poor. The de facto CAP goals were found to be: (1) mediating between the poor and the privileged; (2) heading off social eruption; (3) molding individual behavior so that the poor would become more "socially responsible" and imitative of the middle class; and only then (4) acting as agents for community development. The programs in general were found to be limited to services for the amelioration of poverty or limited to opening up opportunities without attempting to cope with the central or causal problems of poverty. Since the poor are virtually powerless, a coalition of professionals and the poor is recommended as a strategy to gain power. (dm)

ED 034 133

AC 006 100

ERIC/AE Publications, 1967-1969.

Syracuse Univ., N.Y. ERIC Clearinghouse on Adult Education.

Pub Date Oct 69

Note—58p.

EDRS Price MF-\$0.50 HC-\$3.00

Descriptors—*Adult Education, *Annotated Bibliographies, *Literature Reviews, *Periodicals, *Research Reviews (Publications)

Abstracts are presented of all publications to date of the ERIC Clearinghouse on Adult Education which have appeared in "Research in Education" and are available from the ERIC Document Reproduction Service. They include literature reviews, research registers, a listing of ERIC Clearinghouse periodical holdings, and others (11 documents); Basic Information Sources (two documents); and Current Information Sources (23 documents). Six documents which are now in production are listed. ERIC publications are listed, including "Research in Education," "Current Index to Journals in Education," and the "Thesaurus of ERIC Descriptors." Several publications of other ERIC clearinghouses which are of interest to adult educators are added. Instructions are given for ordering from the ERIC Document Reproduction Service. (ly)

ED 034 134

AC 006 101

Benson, A. E. Cary, Lee J.

Community Development; A Directory of Academic Curriculums Throughout the World. Missouri Univ., Columbia. School of Social and Community Service.

Pub Date 69

Note—76p.; First Edition

Available from—The Department of Regional and Community Affairs, School of Social and Community Services, University of Missouri, Columbia, Missouri 65201

Document Not Available from EDRS.

Descriptors—City Planning, *College Curriculum, College Programs, Colleges, *Community Development, *Course Descriptions, Degrees (Titles), Developing Nations, *Directories, Educational Certificates, Graduate Study, Programs, Rural Development, Undergraduate Study, Universities

Descriptions of academic curriculums and courses, admissions requirements, staffing, and degree or certificate awarded, for thirty graduate and undergraduate programs in community development are included in this directory. The programs are divided into five groups: those offering graduate degrees in community development; those offering diplomas or certificates in community development; those offering graduate

degrees in a related field with a major or emphasis in community development. More than half of the programs cited are in the United States; the remainder are in the British Isles, Canada, the Philippines, Denmark, Uganda, and Hong Kong. Programs vary in emphasis; both urban planning and rural development are included. (mf)

ED 034 135

AC 006 102

Shiner, Patricia - And Others.

Community Development in Urban Areas: A Summary of Pertinent Journal Articles and Book Chapters.

Missouri Univ., Columbia. School of Social and Community Service.

Pub Date 69

Note—81p.

Available from—The Department of Regional and Community Affairs, School of Social and Community Services, University of Missouri, Columbia, Missouri 65201

Document Not Available from EDRS.

Descriptors—*Bibliographies, *City Planning, *Community Development, Developed Nations, Developing Nations, Participation, Personnel Needs, Planning, Program Descriptions, Techniques, *Urban Areas

Citations and abstracts for 78 articles and book chapters on urban community development, in both developed and developing nations, are included in this booklet. Emphases include encouraging the participation of the poor in community development programs; political aspects of urban community development; community structure; theories of planned change; the role of social workers and other personnel; and the description of various urban programs. (mf)

ED 034 136

AC 006 103

The Organisation of Adult Education in Australia. Proceedings of the Annual Conference (7th) of the Australian Association of Adult Education. Volume II.

Australian Association of Adult Education, Melbourne.

Pub Date 67

Note—407p.; Two volumes

EDRS Price MF-\$1.50 HC-\$20.45

Descriptors—*Adult Education, Adult Learning, Agricultural Education, Colleges, Group Instruction, Higher Education, Industry, *Management Development, *Public Education, *Rural Extension, State Agencies, Universities, *University Extension, Voluntary Agencies, Young Farmer Education, Youth Programs

Identifiers—*Australia

Conference proceedings survey Australian adult education as organized under voluntary bodies, statutory authorities, universities, state education departments, universities and colleges, agricultural extension departments, the rural youth movement, and colleges of advanced and adult education. First, the need for universal and lifelong continuing education is urged. The rest of the first volume gives enrollment data and other information on the Arts Council of Australia; the Workers' Educational Associations of New South Wales and South Australia; state agencies and authorities in Tasmania, Victoria, Queensland, Western Australia, New South Wales, and South Australia; the Australian National University; the Universities of Sydney, Adelaide, Western Australia, New England, and Queensland; evening colleges in New South Wales; and the Wangaratta Adult Education Centre (Victoria). Volume 2 similarly covers business administration education, management education and development under industrial and other auspices, rural broadcasting, and other activities already listed. Discussions on learning theory, adult education research, and group methods are also summarized. (ly)

ED 034 137

AC 006 104

The Arizona Adult Basic Education Data Processing System: A Progress Report.

Northern Arizona Univ., Flagstaff.

Pub Date [69]

Note—78p.

EDRS Price MF-\$0.50 HC-\$4.00

Descriptors—Academic Achievement, *Adult Basic Education, Adult Dropouts, Curriculum, *Data Processing, Participant Characteristics, *Statistical Data, Student Enrollment, *Student Records

Identifiers—*Arizona

A record keeping system for adult basic education using automatic data processing was designed and operated for one year by the Arizona Research Coordinating Unit of Northern Arizona University. During the year, there were 3,163 students enrolled in 160 classes in 19 projects. Females outnumbered males by nearly two to one but male enrollment increased during the year by 52.8% while female enrollment declined 3.8%. Problems incurred: programming and processing delays in the data processing center; an inefficient communications system between the Division of Adult Basic Education and the Research Coordinating Unit; inability of adult basic education personnel to fully comprehend the data; difficulties in programming due to highly flexible input schedule; difficulties by teachers and project officers in using the input forms; and inability of the Research Coordinating Unit to know of some data not received. Improvement was recommended in the following areas: data collection, record keeping, job assignment, and cost accounting. (author/nl)

ED 034 138

AC 006 105

Dubin, Samuel S. Marlow, H. LeRoy

The Determination and Measurement of Supervisory Training Needs of Hospital Personnel. A Survey of Pennsylvania Hospitals. Pennsylvania State Univ., University Park. Continuing Education.

Pub Date 65

Note—148p.

Available from—Continuing Education, Pennsylvania State University, University Park, Pa. 16802

Document Not Available from EDRS.

Descriptors—Administrative Personnel, *Educational Needs, *Hospital Personnel, Perception, Personnel Needs, Professional Continuing Education, *Professional Personnel, Questionnaires, *Subprofessionals, *Supervisory Training, Training Techniques

Identifiers—*Pennsylvania

This study was designed to determine the training needs (management skills, technical skills, and areas of study) of hospital personnel in Pennsylvania. The objectives were: to determine present and long-range (3 to 5 years) self-perceived training needs of administrative, supervisory, and other hospital staff personnel; and to recommend methods for providing continuing professional education for updating hospital personnel. Every hospital within the State of Pennsylvania with 50 or more beds was invited to participate. Supervisory personnel in 213 of the 259 (83%) hospitals of Pennsylvania completed the questionnaire. Individual interviews with supervisors and group interviews with nurses were conducted in 50 hospitals classified by eight types and four sizes. The total number of respondents was 6021. The updating needs of personnel in all hospital departments are reported by supervisory training needs, by specific departmental needs, and by probability of enrolling in specific areas of instruction. (author/nl)

ED 034 139

AC 006 106

Bell, Linda

Women Returning to the Labour Force: A First Report, Women's Bureau Careers Centre.

Ontario Dept. of Labour, Toronto. Women's Bureau.

Pub Date 69

Note—26p.

Available from—Ontario Department of Labour, Women's Bureau, 74 Victoria Street, Toronto, Ontario

Document Not Available from EDRS.

Descriptors—Action Research, Career Planning, Employment Opportunities, Employment Patterns, *Employment Services, *Females, Housewives, *Job Placement, Job Skills, *Labor Force, Motivation, Part Time Jobs, Responsibility, Working Women

Identifiers—Canada, *Ontario Department of Labour

This first report of the Women's Bureau Careers Centre of the Ontario Department of Labour provides statistical data on the personal and social characteristics of the women who came to them as clients (women who wished to return to work), and discusses these clients and the Centre's program for them. Sections of the report are devoted to reasons for going to work, obstacles in the way, and initial achievements. The data were gathered from, and the report

based upon, 732 women who came to the Centre's counselling service in downtown Toronto in the two years beginning April 1967. The program is directed primarily toward the relatively well-educated housewife who is firm but unfocused in her desire for a career. Applicants who do not fit within this area of specialization are referred to other sources of help. (mf)

ED 034 140

AC 006 107

Weintraub, Leon

International Manpower Development: A Role for Private Enterprise in Foreign Assistance.

Pub Date 69

Note—135p.

Available from—Frederick A. Praeger, Publishers, 111 Fourth Avenue, New York, N.Y. 10003

Document Not Available from EDRS.

Descriptors—Bibliographies, *Business,

*Developing Nations, Economic Factors, Foreign Students, Government Role, Human Resources, Investment, *Manpower Development, National Programs, *Private Financial Support, Skill Development, Statistical Data, *Technical Assistance

Identifiers—Agency for International Development, *Latin America

American private enterprise is often in a better position than the government foreign aid establishment and the U.S. Agency for International Development to provide assistance in manpower training programs in the developing nations. Survey of various American firms' programs in Latin America reveals a wide variety of types and topics of training programs, directed toward the effective acquisition and development of skills. Private training programs and similar governmental efforts should be viewed as complementary rather than as competitive. Although government programs may try to achieve and maintain a framework of equity and stability within which economic development will be encouraged, individual private firms can make their own efforts to "flesh out" economic development at various levels from paper plans to living reality. (A bibliography is included.) (author/mf)

ED 034 141

AC 006 108

Cullinan, Bernice E. Ferber, Zelda

The Sarah Lawrence-New York University Teacher Education Program, 1963-1969: An Evaluative Profile.

New York Univ., N.Y.

Pub Date Aug 69

Note—54p.

EDRS Price MF-\$0.25 HC-\$2.80

Descriptors—Curriculum, Educational Objectives, *Elementary School Teachers, *Experimental Programs, *Interinstitutional Cooperation, Participant Characteristics, Program Evaluation, *Teacher Education, *Women's Education

Identifiers—New York University, *Sarah Lawrence College

This study evaluated the effectiveness of a teacher education program for mature women cooperatively planned and conducted by Sarah Lawrence College and New York University. Program goals as identified by the two institutions, participating students, and society served as criterion measures. Necessary data were collected by interview, questionnaire, examination of records, and observation. The program was a model for a number of teacher education programs in other institutions, and produced a small group of teachers rated as superior by their instructors and employers. It reached a previously untapped supply of highly qualified potential teachers. Participants rated the program as valuable and appropriate for mature women with reduced child rearing and homemaking demands. Although innovative in various ways (mainly by its course in the analytical study of teaching), it did not completely fulfill the original aim of radical experimentation. The underlying philosophy proved a worthwhile means of developing superior elementary school teachers, and recommendations for continuation and expansion were made. (author/ly)

ED 034 142

AC 006 109

Carter, Nancy B.

Adult Basic Education Annotated Bibliography.

Saint Louis Public Library System, Mo. Dept. of Education

Pub Date Sep 69

Note—142p.

Available from—Saint Louis Public Library, 1301 Olive Street, St. Louis, Missouri 63103 (\$1.00; \$1.25 if mailed)

EDRS Price MF-\$0.75 HC-\$7.20

Descriptors—*Adult Basic Education, *Annotated Bibliographies, English (Second Language), Family Life Education, Handwriting Materials, Instructional Program Divisions, Mathematics Materials, Orientation Materials, Reading Materials, Science Materials, Social Studies, Tests

This annotated bibliography contains sections divided according to area of study, and within each category materials are listed alphabetically by publisher. Publishers and mailing addresses are listed at the end of the bibliography. Throughout the annotations, whenever specific grade level divisions are not named, the regular Adult Basic Education grade level divisions are adhered to: Level I—grades 1-3; Level II—grades 4-6; Level III—grades 7 to 8. Areas covered are: reading, English, grammar, handwriting, combination materials, mathematics, social studies, science, job orientation materials, family life and daily living, and adult basic education tests. (author/nf)

ED 034 143

AC 006 110

Seaman, Don F., And Others

Behavioral Skills for Adult Basic Education: A Resource Document and Institute Report.

Mississippi State Univ., State College.

Pub Date Nov 69

Note—94p.

EDRS Price MF-\$0.50 HC-\$4.80

Descriptors—*Adult Basic Education, *Adult Learning, *Disadvantaged Groups, Evaluation Criteria, Guidance Counseling, *Institutes (Training Programs), Language Arts, Mathematics, *Participant Characteristics, Reading Instruction, Reading Material Selection, Statistical Data

A report on the Adult Basic Education teacher-training institute held at Mississippi State University, July 21-August 8, 1969, contains edited presentations of several of the instructional consultants, the contents of the final reports of the four work-study groups, and the results of an extensive evaluation of the institute. Areas covered were: the disadvantaged adult; the adult learner; utilizing andragogy methods to meet adult needs; sociology of the undereducated adult; implications for program development in adult basic education (ABE); teaching reading, and selecting materials in ABE; and guidance and counseling in ABE. Work-study groups report on family living, language arts, mathematics, and reading. Included also are: the biographical characteristics of participants, pre-and post-test data, and participant evaluations. General implications are based on observations from the data and the institute. An appendix lists the institute staff, and gives the training schedule and the raw score differences. (nl)

ED 034 144

AC 006 111

[The Connecticut Community Development Action Plan (CDAP), the Community Development Act and Related Legislation, and Additional Guidelines.]

Connecticut State Dept. of Community Affairs, Hartford.

Pub Date 68

Note—94p.

EDRS Price MF-\$0.50 HC-\$4.80

Descriptors—Communication

(Thought Transfer), *Community Action, *Community Development, Community Involvement, Economic Development, Financial Policy, *Guidelines, Health, Housing, Human Services, Manpower Development, Neighborhood Improvement, Program Administration, Safety, *State Legislation, *Urban Renewal

Identifiers—*Connecticut

This report of the Connecticut Community Development Action Plan (CDAP) contains a brochure on how to plan and execute a CDAP, detailed guidelines for municipalities, the Community Development Act (Public Act 522) and related legislation (Public Acts 768 and 760), and provisions of 20 other public acts. Interpersonal communication, citizen participation, basic aims and provisions of the Community Development Act, municipal functions in the CDAP, and revised CDAP application procedures are covered in the detailed guidelines. Such concerns as child day care, municipal business and industrial development, zoning, grants in aid, health

and safety codes, sale of public housing units, establishment of a Connecticut mortgage authority, condemnation of property in redevelopment areas, the funding of housing for the elderly and for low and moderate income groups, neighborhood development, housing authority rehabilitation programs and social services, housing code enforcement, human resource development, applicability of the state building code to municipalities, and participation in the Model Cities Program are dealt with in the legislation itself. A map of townships and operational districts is included. (ly)

ED 034 145

AC 006 120

Knowles, Malcolm S.

Higher Adult Education in the United States; The Current Picture, Trends and Issues.

American Council on Education, Washington, D.C.

Pub Date 69

Note—124p.

Available from—American Council on Education, One Dupont Circle, Washington, D.C. 20036 (\$3.00)

Document Not Available from EDRS.

Descriptors—Administrative Policy, *Adult Education, Bibliographies, Educational Change, *Educational Trends, Evaluation Criteria, *Higher Education, *Literature Reviews, Public Policy, *Universities

This survey provides a guide for discussion and inquiry for administrators and faculty members of higher educational institutions, people in government who work in adult education, and citizens who are concerned with this area of educational service. Essentially, it is an analysis of the literature of higher adult education from 1960 through 1968, as documented by the ERIC clearinghouse on adult education at Syracuse University. It starts with an attempt to place the field of adult education in perspective. Chapter 2 presents a synopsis of the historical roots and a broad picture of the current situation. Chapter 3 identifies some of the external and internal forces that seem to be pressing for change. Chapter 4 summarizes the trends discerned in the literature; and Chapter 5 isolates the national, state, and institutional issues that are revealed as concerns of adult educators in institutions of higher education. A selected bibliography, with abstracts, is included. (se)

ED 034 146

AC 006 121

Non-Degree Research in Adult Education in Canada, 1968. [Les Recherches en Education des Adultes au Canada, 1968.]

Canadian Association for Adult Education, Toronto (Ontario); Institut Canadien d'Education des Adultes, Montreal (Quebec); Ontario Inst. for Studies in Education, Toronto. Dept. of Adult Education.

Pub Date Jul 69

Note—103p.; Text in English and French

EDRS Price MF-\$0.50 HC-\$5.25

Descriptors—Adult Dropouts, *Adult Education, Audiovisual Aids, Educational Methods, Evaluation, Extension Education, Higher Education, Participant Characteristics, Professional Training, Program Planning, *Research, *Research Projects, Rural Extension, Secondary Education, Testing, Vocational Education

Identifiers—*Canada

A bilingual document summarizes 118 Canadian nondegree research studies (both completed and in progress) in adult education in 1968. There are 35 completed studies on adult dropouts, adult educator training, rural extension, secondary education, university extension, apprenticeships, inservice teacher education, residential education, manpower development, Communist adult education in Czechoslovakia, higher education in Ethiopia, and other topics. The remaining 83 reflect such areas as student characteristics, audiovisual aids and instruction, educational needs; professional training and continuing education, language instruction, program planning and evaluation, the role of community colleges, vocational education, and experimental project "Sesame" in the Province of Quebec. Respondents (including those with no research report) are listed by geographical areas and organizations. An author and title index and a bilingual subject index are also included. (ly)

ED 034 147

AC 006 122

Teaching English As a Second Language; Adult Basic Education Teacher's Guide.

Texas Education Agency, Austin.
Pub Date Aug 69
Note—130p.

EDRS Price MF-\$0.75 HC-\$6.60

Descriptors—*Adult Basic Education, Bibliographies, *Curriculum Guides, *English (Second Language), Instructional Materials, Oral Communication, Phonotape Recordings, *Spanish Speaking, *Teaching Guides, Units of Study (Subject Fields), Vocabulary Development

Designed to help local public educational agencies serve Spanish speaking adults, this adult basic education curriculum and teaching guide for English as a second language provides vocabulary, sentence pattern drills, question and answer practice, and other specific suggestions. Included are sessions for getting acquainted, followed by units on the school setting (with days of the week, colors, and other appropriate vocabulary), home and family, employment and job seeking, community helpers and community resources, government and voting, parts of the body, personal cleanliness and family health needs, numbers, telling time, and legal rights. Uses of tape recordings with sentence pattern drill and comprehension and conversation exercises are illustrated. The document includes eight suggested professional books and a bibliography of classroom materials. (ly)

ED 034 148 AC 006 123

Teacher's Suggestions for Teaching Adults in Adult Basic Education.

Texas Education Agency, Austin.
Pub Date Aug 69
Note—84p.

EDRS Price MF-\$0.50 HC-\$4.30

Descriptors—*Adult Basic Education, *Communication (Thought Transfer), Curriculum Guides, Instructional Program Divisions, Learning Motivation, Listening, *Mathematics, *Reading Instruction, Speaking, Student Placement, *Teaching Guides, Writing

Adult basic education (ABE) teachers, supervisors, and administrators are furnished with guidelines on the use of linguistic techniques for basic reading instruction, (Levels 1 and 2), the formation of student skills in listening, speaking, reading, and writing (Levels 1, 2, 3), and mathematics teaching at all three levels plus the high school level. Suggestions on student placement, class activities, allocation of time, and instructional materials are offered. Aims of ABE are set forth in the context of typical reasons for participation, potential benefits, and tasks of everyday life. It is recommended that tasks in ABE classes be chosen and ABE students grouped according to needs and motivation as well as ability. (ly)

ED 034 149 AC 006 124

Beveridge, A. Allan

A Concept of Regional Adult Education (Quad Cities Concept).

Pub Date 15 Sep 69
Note—36p.

EDRS Price MF-\$0.25 HC-\$1.90

Descriptors—Community Colleges, *Counseling Centers, Estimated Costs, Facilities, Guidance Counseling, Information Services, *Interinstitutional Cooperation, Program Administration, Program Coordination, *Program Proposals, *Regional Programs, Universities, *University Extension

Identifiers—Canada, *Ontario

A Quad Cities Centre has been proposed for regional adult education in the area of Galt, Guelph, Kitchener, and Waterloo in southwestern Ontario. Conestoga College of Applied Arts and Technology, the Universities of Guelph and Waterloo, and Waterloo Lutheran University would begin by appointing a steering committee for proposing an executive director and providing leadership, objectives, and a time schedule. They would next create an information and guidance section, then would invite colleges and other community organizations to cooperate with them in offering opportunities for liberal education, public affairs and community education, professional and vocational studies, recreational and nature education, and upgrading of secondary schooling. Information retrieval by telephone, a residential center, provincial coordination of administrative functions, varied audiovisual resources, and oncampus day and evening lecture classes would be among the features and services of the Centre. Despite unanswered questions and some expected resistance to such an integrated

approach, the concept is feasible and should be attempted. (ly)

ED 034 150 AC 006 125

Segal, Audrey, Ed.

Cornmarket Directory of Further Education 1969-70.

Pub Date 69

Note—510p.

Available from—Cornmarket Press, Ltd., 42/43 Conduit Street, London W1R 0NL, England

Document Not Available from EDRS.

Descriptors—*Adult Education, *Colleges, Correspondence Courses, *Course Descriptions, *Directories, Educational Certificates, Examiners, Governing Boards, Professional Associations, Publications, Public School Systems

Identifiers—*Great Britain

The Cornwall Directory of Further Education 1969-70 contains courses, colleges, and college announcements sections. The first lists all courses of one year or longer (excluding evening-only courses) which may be taken at colleges of further education. Under each course is given a list of colleges at which it may be taken. There is a comprehensive subject index to the section. The colleges section lists over 800 colleges by code and gives full title, address, and telephone number. The college announcements section consists of advertisements by those colleges wishing to give fuller information on their courses and details of their amenities. Appendixes include national and regional publications, addresses of professional bodies, examining bodies, Industrial Training Boards, an index to colleges and to courses, and a short statement on correspondence courses. (nl)

ED 034 151 AC 006 128

Training for Corrections: Rationale and Techniques.

Southern Illinois Univ., Carbondale. Center for the Study of Crime, Delinquency and Corrections.

Pub Date 69

Note—109p.

EDRS Price MF-\$0.50 HC-\$5.55

Descriptors—Audiovisual Aids, *Corrective Institutions, Films, Information Sources, *Inservice Education, Instructional Materials, *Manuals, Periodicals, *Professional Personnel, Program Evaluation, Resource Materials, Trainers, *Training Techniques

A manual focuses on how to teach in inservice training programs for professional personnel in correctional agencies. A chapter on rationale discusses training objectives and curriculum. A second chapter covers learning environment, lesson plans, and learning problems. One, on teaching techniques, covers lecture, group discussion, case study, in-basket technique, role playing, practicum, and cautions. A chapter on training tools discusses the blackboard, overhead projector, slide projector, movie projector, models, tape recorder (audio), tape recorder (video), and the library. A chapter covers program evaluation—from administrators, work supervisors, trainees, and other sources of information. Finally, a chapter covers the role of the training officer. Appendixes include a sample lesson plan, lists of film rental libraries, resource agencies, and a basic library of periodicals and books. (nl)

ED 034 152 AC 006 129

Goldman, Freda H., Ed.

Educational Imperative: The Negro in the Changing South. CSLEA Notes and Essays on Education for Adults, No. 37.

Center for the Study of Liberal Education for Adults, Brookline, Mass.

Pub Date 63

Note—110p.

Available from—Syracuse University Press, Box #8, University Station, Syracuse, N.Y. 13210

Document Not Available from EDRS.

Descriptors—*Adult Education, *Community Education, Demography, Economic Climate, Educational Problems, *Negro Colleges, *Negroes, Negro Leadership, Political Power, Racial Integration, Social Change, Southern Attitudes, Southern Citizens, Southern Community, *Southern States

This publication summarizes an institute sponsored by the Negro College Committee on Adult Education, which was an outgrowth of a 1958 meeting of presidents and deans of Negro Col-

leges in the South held in Chicago to examine what Southern Negro colleges should be doing in continuing and community education. Sponsored partly in cooperation with the Association of Colleges and Secondary schools and the Center for the Study of Liberal Education for Adults, the 12-day institute dealt with the theme "The Negro College in the Changing South" with the purpose of (1) studying major economic, political, and social developments over the past several years in order to understand the meaning of the changes that are occurring and to arrive at a definition of the emerging new setting; and, (2) analyzing the setting of the Negro colleges in this changing milieu, especially in relation to the education of adults. The papers suggest the need for a new posture for these colleges, a new sense of purpose and direction, and a new self-concept to match the new responsibility. The institute was attended by 28 faculty members from 17 institutions in the South. (se)

ED 034 153 AC 006 130

Williams, Donald B.

Agricultural Extension: Farm Extension Services in Australia, Britain and the United States.

Pub Date 68

Note—227p.

Available from—Melbourne University Press, Carlton, Victoria 3053, Australia (\$6.90)

Document Not Available from EDRS.

Descriptors—*Agricultural Education, Bibliographies, Budgets, *Comparative Analysis, Extension Agents, Farm Management, Federal Legislation, International Organizations, Marketing, National Organizations, Professional Training, *Program Evaluation, Research, *Rural Extension, Specialists, State Agencies, Universities

Identifiers—*Australia, Cooperative Extension Service, Great Britain, United States

By analyzing the scope and structure of agricultural extension services in Australia, Great Britain, and the United States, this work attempts to set guidelines for measuring progress and guiding extension efforts. Extension training, agricultural policy, and activities of national, international, state, and provincial bodies are examined. The growing public and political interest in the problem of closing the gap between research and its application on the farm is discussed as is also recent growth, including the increase in farm advisory clubs and consultants. Australian services are compared with those elsewhere. With existing organizational patterns and beliefs, both official Australian bodies and agricultural scientists tend to deny their own best efforts to develop extension services; extension, like research, should be established as an independent discipline carried forward by highly skilled professional specialists. A much more positive educational role is recommended, aimed at solving problems of both large and small farmers and improving managerial performance. The document includes an index, three tables, and 137 references. (ly)

ED 034 154 AC 006 132

Adult Basic Education Workshop. Administrative Manual.

Missouri State Dept. of Education, Jefferson City. Pub Date [69]

Note—38p.

EDRS Price MF-\$0.25 HC-\$2.00

Descriptors—*Adult Basic Education, Equipment, Expenditures, Instructional Materials, *Manuals, Personnel Selection, Records (Forms), *Standards, Teacher Education, Teacher Qualifications

Identifiers—Missouri

An adult basic education manual prepared for use in Missouri, contains regulations, bulletins, and forms used in the state program. Among other things it includes information on teacher qualifications, personnel classification, selection and preparation of teachers, budgets and expenditures, instructional materials and equipment, and program administration. There are several bulletins from the Director of the program and various forms used. (nl)

ED 034 155 AC 006 133

Title I of the Higher Education Act of 1965; Annual Amendment to Massachusetts State Plan for Community Service and Continuing Education Programs for Fiscal Year 1970.

Massachusetts Board of Higher Education, Boston

Pub Date 69

Note—12p.
EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—Adult Education, *Advisory Committees, City Government, Community Involvement, *Community Service Programs, Guidelines, Information Processing, Interinstitutional Cooperation, *Program Development, *Program Proposals, State Agencies, *State Programs, Universities
Identifiers—Massachusetts, *Title I (Higher Education Act of 1965)

This annual amendment to a Federally funded Massachusetts state plan for community service and continuing higher education concentrates on the improvement of local government. Suggested means include cluster committees for each of four key problem areas (environmental control, health and welfare, economic opportunity, education); development of partnerships, for funded projects, between higher educational institutions and the respective communities served; and improved information processing services. Guidelines for cooperative planning by cluster committees, partnerships, and the State Agency for Title I are laid down, followed by criteria for selecting program proposals and by administrative assurances as to the soundness of the amendment. (ly)

ED 034 156

AC 006 137

Impetives for Action.

Coalition of Adult Education Organizations, Washington, D.C.

Pub Date Dec 69

Note—8p.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—*Action Programs (Community), Adult Basic Education, *Adult Education, Community Colleges, *Conference Reports, Conferences, Democratic Values, Financial Support, Humanities, Leadership, Literacy Education, Low Income Groups, *National Programs, *Social Responsibility
Identifiers—Galaxy Conference on Adult Education

American society needs a system of lifelong learning; the ability of the American people to live and work together in self-government is not keeping pace with the demands of today's complex and increasingly troubled society. To achieve an effective and balanced system of adult and continuing education in the United States it is essential that the role of the Coalition of Adult Education organizations be formalized and strengthened, so that it can assume the leadership in the achievement of the following Imperatives for Action: eliminating educational deficiencies of American adults; strengthening of adult and continuing education efforts of community colleges, colleges, and universities; providing adult and continuing education in the arts and humanities, public affairs, and in the democratic process; improving financial support for adult and continuing education; providing adequate and appropriate opportunities in adult and continuing education for persons in low income groups; strengthening within educational institutions the supporting structures for adult and continuing education; urging national non-governmental organizations to strengthen their role; increasing public awareness; and achieving higher levels of federal support and coordination. (mf)

ED 034 157

AC 006 139

Stacy, W. H. Tait, John L.

Adult Education Programs with Church Leaders.

Iowa State Univ. of Science and Technology.

Ames. Dept. of Sociology and Anthropology.

Pub Date Dec 68

Note—125p.

EDRS Price MF-\$0.50 HC-\$6.35

Descriptors—*Action Programs (Community), *Adult Education Programs, *Adult Leaders, Catholics, *Church Workers, Community Development, Community Surveys, Cooperative Programs, *Historical Reviews, Institutes (Training Programs), Protestants, Rural Areas, Sociocultural Patterns, *University Extension
Identifiers—Cooperative Extension Service, *Iowa

This document is a historical resume of adult education programs with church leaders sponsored by the Cooperative Extension Service of Iowa State University since the early 20th century. Supported by research, resident teaching and administrative leaders in the institution, the Extension Division has cooperated educationally with church leaders, lay and professional, helping

them deal with needs of community and sociological character in their work. Specific programs discussed are: Pre-World War I Country Life Conferences (1911-1916); February Institutes for Clergy and Church Lay Leaders (1932-1967); Summer Institutes for Rural Church Leaders (1939-1942); Iowa Pastors' Social Science Institutes (1961-1963); Iowa Christian Rural Fellowship (1935-1967); and district and county (rural) Community Life Conferences (1932-1942). Many other programs are listed which have been clearly associated with established denominations. Reported also are Inter-Church Council programs and Church Community-Relations Programs. The document includes sociological studies, surveys, and analyses used in the programs, and an account of social and economic area development programs in which churches participated. (se)

ED 034 158

AC 006 149

DuSautoy, Peter

The Planning and Organization of Adult Literacy Programmes in Africa. Manuals on Adult and Youth Education—4.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 66

Note—117p.

Available from—United Nations Educational, Scientific and Cultural Organization, Place de Fontenay, Paris 7e, France (\$1.50)

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, Bibliographies, *Developing Nations, Educational Finance, Educational Legislation, Instructional Materials, Languages, *Literacy Education, Motivation, *National Programs, *Program Planning, Publicize, Teachers, Teaching Methods
Identifiers—*Africa

This manual is intended for those concerned with planning and organizing programs of adult literacy at national and local levels in African countries, by pointing out certain common problems and showing various methods of resolving them. Contents include: definitions of literacy, motivation, the planning process, legislation and the organizational framework, cost and finance of adult literacy programs, publicity, languages, methods, organization of materials and equipment, the use of audiovisual aids, teachers, supervision and evaluation, and class organization at the local level. Appendixes include forms for account of sales of class material, adult class register, and statistical returns of adult literacy progress. There is a bibliography of 55 items. (eb)

ED 034 159

AC 006 151

TNT-3; Training for New Trends in Clubs and Centers for Older Persons.

New York State Education Dept., Albany. Bureau of Special Continuing Education; New York State Recreation Council for the Elderly, Albany.

Pub Date 68

Note—90p.; Proceedings of Seminar Conducted at Ithaca College, Ithaca, New York, June 6-8, 1968

EDRS Price MF-\$0.50 HC-\$4.60

Descriptors—*Adult Leaders, *Ancillary Services, Clubs, Communication (Thought Transfer), Dance, Listening, Medical Services, *Neighborhood Centers, *Older Adults, Public Housing, *Recreational Programs, Social Services, State Legislation, Volunteers
Identifiers—New York State

The sessions of a seminar for training New York State leaders of recreational programs for the elderly, explored the possibilities for enriched programming, the development of supportive services, means for creating new center facilities, and possibilities for increased member-leader roles. Position papers examined blocks to communication as well as techniques in listening. Discussion on legislative developments included the Legislative Index Record in the area of property tax exemption, Medicare and Medicaid, and Social Security benefits. Other areas covered were: program ideas; folk dancing for senior citizens; the use of older volunteers in mental health institutions; and planning senior centers in housing and other facilities. (An appendix lists discussion leaders, resource persons, and consultants). (nl)

ED 034 160

AC 006 152

A Seminar on Serving the Older Worker (August 7-9, 1968).

Iowa Employment Security Commission, Des Moines.

Pub Date 68

Note—74p.

EDRS Price MF-\$0.50 HC-\$3.80

Descriptors—Age, *Attitudes, Bibliographies, Counseling, *Employment Opportunities, *Employment Services, Individual Differences, Interagency Cooperation, Job Development, *Middle Aged, Minority Groups, National Programs, *Public Relations, Retirement, Seminars, Social Services, Veterans, Vocational Retraining

The seminar designed to create a learning situation for individuals whose professional concerns involve vocational needs and problems focused on: the need for employers and employment agencies to foster an objective attitude toward the employment of the older person; differentiation between publicity and public relations; provision of service and agency cooperation for the older adult; expansion of social services for the aged; physical and psychological changes in the aging; employment problems of minority group older workers; serving older veterans; planning at the national level; and planning a seminar. Four workshops covered the following areas: upgrading for employability; developing a plan of action for the older worker; attitudes as they are and as they should be; and job development for the older worker. (A bibliography on various aspects of aging is included.) (nl)

ED 034 161

AC 006 153

Pertman, Richard

On-the-Job Training in Milwaukee -- Nature, Extent, and Relationship to Vocational Education.

Wisconsin Univ., Madison. Industrial Relations Research Inst.

Pub Date Jun 69

Note—39p.

EDRS Price MF-\$0.25 HC-\$2.05

Descriptors—Attitudes, Business, *Industrial Training, Industry, *On the Job Training, Program Evaluation, Questionnaires, School Industry Relationship, Skill Development, Surveys, *Vocational Education, *Vocational Schools
Identifiers—*Milwaukee

A questionnaire surveying on the job training programs at industrial firms in the Milwaukee area was administered through interviews with the firms' personnel officers. Of a random sample of 245 companies, interviews were completed at 150 firms. The survey revealed a generally negative attitude toward vocational school efforts in imparting training in specific company jobs because vocational school education is seen as being too generalized, rather than offering adequate preparation in particular skills. It is suggested that there should be a separation of function of vocational school and company training, with the responsibility for training and practice opportunities being left to the company's on the job training, and the vocational school providing the general know-how common to most skilled work. It is also suggested that vocational school should accompany, rather than precede, employment in a firm offering on the job training. (A copy of the questionnaire, the detailed findings from responses, are included.) (mf)

ED 034 162

AC 006 154

Financial Survey of Western State Extension Division: Summary Report, November 25, 1969.

Hawaii Univ., Honolulu. Div. of Continuing Education and Community Service.

Pub Date Nov 69

Note—3p.

EDRS Price MF-\$0.25 HC-\$0.25

Descriptors—Administrative Personnel, Credit Courses, *Financial Support, Noncredit Courses, Questionnaires, *State Aid, *State Universities, Teacher Salaries, Tuition, *University Extension

Information was collected from questionnaires returned by 26 of 40 institutions which included state institutions west of the Mississippi River plus some Big Ten schools east of the Mississippi. State appropriations, "General Fund", contributions to the extension divisions' total annual budgets ranged from 100% (1 school) to 0% (5 schools). Revolving funds on a self-support basis, "Special Funds", supply the following percentages: 100% to 85% (10 schools); 84% to 70% (7 schools); 69% to 30% (5 schools); under 30% (3 schools). Although only five schools reported having all administrative positions included in the

regular state appropriation, 13 others reported a greater proportion of state-supported positions than their budget breakdowns suggested. The majority of schools reported 5% to 15% cancellations of degree-credit courses, with slightly higher mortality for non-credit classes. Of 101 per-course salaries 77 fell in the range \$525-\$825; non-credit salaries per hour of instruction varied from \$5.50 to \$100; tuition ranged from \$15.00 to \$25.00 per credit. Although the size and character of the extension operations reported varied greatly, comparisons in their financial aspects revealed a number of similarities. (nl)

ED 034 163

AC 006 155

Taylor, Vienna Siders

On-the-Job Training and the Older Worker.

Iowa State Univ. of Science and Technology, Ames.

Pub Date 68

Note—52p.; M.S. Thesis

EDRS Price MF-\$0.25 HC-\$2.70

Descriptors—Analysis of Variance, Educational Background, Females, Financial Support, Investigations, *Job Placement, Males, Marital Status, Masters Theses, *Middle Aged, Mobility, Occupations, *On the Job Training, Persistence, Physically Handicapped, Race, Socially Disadvantaged, *Unemployed

Based on information (1966-67) from the on-the-job-training program of the Iowa State Manpower Development Council, this study analyzed variations in placement among 123 applicants aged 45-65. Questionnaire variables were race, sex, age, marital status, physical or social handicap, education, weeks unemployed, occupational level, financial support, and willingness to relocate. The typical applicant appeared to be a 52 year old married white male, unskilled (10.4 years of education), with two dependents, a social or physical handicap, and 5.3 weeks unemployment without unemployment compensation or other relief; he preferred local employment to relocation. Compared to unplaced workers, those placed were younger, were less willing to relocate, received much less outside income, and had a few more females and whites, a larger proportion married (21% more), higher educational attainment (by 4%), and 41% unmarried or divorced, socially handicapped, and relatively undereducated, but willing to relocate. Implications of these and other findings were suggested. (ly)

ED 034 164

AC 006 157

Sethi, Manmohan Singh

Management Training Program in a Discount Store.

Atlanta Univ., Ga.

Pub Date Aug 68

Note—53p.; M.B.A. Thesis

EDRS Price MF-\$0.25 HC-\$2.75

Descriptors—Business Administration, Chief Administrators, Decision Making, Investigations, *Management Development, Masters Theses, *On the Job Training, Participant Satisfaction, Perception, *Program Evaluation, *Retailing, Trainees, Training Objectives

This study inquired into the objectives of management training programs in two chains of discount stores, and whether those who complete training believe that program objectives have been met. Questionnaire interviews were held with two managers and four trainees from one chain, and with two managers and two trainees from the other. Ten hypotheses concerning the acceptance and the realization of certain objectives were tested. These were among the conclusions reached: (1) although, as indicated by managers, training programs stressed the need for a broad view of the company and better understanding of human relations and interaction, trainees felt that such objectives were not being realized, at least initially; (2) managers and trainees need a closer interrelationship to achieve overall program objectives; (3) as far as the managers are concerned, the programs have met most of their objectives; (4) programs have given trainees a knowledge of organizational functions, helped them toward better decision making, apparently have given them self-confidence for advancing to positions of increased responsibility, and seemingly have enabled trainees to adapt their thinking to new environmental situations. (ly)

ED 034 165

AC 006 158

Harp, John Cummings, Gordon J.

Discussion Groups and Public Affairs Education;**An Analysis of Group Survival.**

State Univ. of New York, Ithaca. Coll. of

Agriculture at Cornell.

Report No.—BULL-70

Pub Date Jan 68

Note—60p.

EDRS Price MF-\$0.50 HC-\$3.10

Descriptors—Age Differences, *Analysis of Variance, Attitudes, Community Size, *Discussion Groups, Educational Background, Females, Group Structure, Males, Occupations, *Participant Characteristics, *Persistence, *Public Affairs Education, Research, Residential Patterns, Rural Areas, Urban Areas

This study in upstate New York investigated certain characteristics of 602 public affairs education discussion groups; relative group stability in terms of change in size over time; whether characteristics affect group survival; and how group structure is related to certain attitudes on individualism and community growth. Data were gathered by questionnaire (about a 50% response) on community size, residence, age, sex, educational level, occupations, group size, and number of communities represented in each group. Members (52.5% men and 47.5% women) were largely farmers, housewives, or professionals, aged 25-65, high school graduates or beyond, and residents of population centers and of urban or transitional counties. Single community representation was dominant (60%), especially in rural areas (63%). Most groups were relatively heterogeneous, but on a consistent basis. Those with eight to eleven members more often stayed the same size than larger or smaller groups. Ages under 35, postgraduate education, and professional, technical, or related employment were related to group survival; ages 36-55 were positively related. Farm residence negatively affected attitudes toward community economic growth. Education, residence, and occupation affected perceived dependence on the future of one's community. (ly)

ED 034 166

AC 006 159

Warren, Earle Theodore

The Implications of A. H. Maslow's "Hierarchy of Needs" Theory for Adult Education.

Indiana Univ., Bloomington.

Pub Date 68

Note—204p.; Ph.D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 69-4821, MF \$3.00, Xerography \$9.25)

Document Not Available from EDRS.

Descriptors—*Adult Education, *Adult Learning, Doctoral Theses, Educational Strategies, Investigations, *Motivation, Participant Involvement, Program Evaluation, Program Planning, *Psychological Needs, Publicize, Risk, Self Actualization, *Theories

Identifiers—Hierarchy of Needs, *Maslow (Abraham)

The Maslow Hierarchy of Needs was reviewed and implications were sought for adult education theory, program planning and operation, promotional activities, and program evaluation. Maslow's work suggested self-actualization as an ultimate goal, meaning that adult education programs should be structured to foster both the acquisition of facts, skills, and attitudes, and the development of inner potential. Reduction of threat until it no longer blocks learning, continuing provision of a wide range of choices between growth and safety, respect by teachers and planners for learners and their nature, the development of synergy (mutual strengthening of program elements and outcomes), and the provision of novelty and variety within programs, were set forth as conditions for the fostering of self-actualization. Suggestions included promoting maximum learner participation in program planning and evaluation, encouraging "peak experiences" of high self-actualization, making programs as attractive and free of threat and risk as possible, and evaluating programs in terms of their contribution to self-actualization and intrinsic learning. (author/ly)

ED 034 167

AC 006 168

Fish, John And Others

The Edge of the Ghetto. A Study of Church Involvement in Community Organization.

Pub Date 66

Note—188p.

Available from—Seabury Press, 815 Second Avenue, New York, N.Y. 10017. (\$2.25)

Document Not Available from EDRS.

Descriptors—*Churches, *City Problems, Community Attitudes, *Community Organizations, Discriminatory Attitudes (Social), *Interaction Process Analysis, Questionnaires, *Race Relations, Research, Research Methodology

Identifiers—Alinsky (Saul), *Chicago

This research document reports on the involvement of several local Protestant and Roman Catholic churches with a mass community organization in a racially changing area of Chicago. The corporate participation of churches in this social and political experiment and others of its kind has been the subject of much controversy. The research is an inquiry into the interaction between churches and the community organization, and into the meaning of this interaction for the participants. It describes the founding and development of the Organization for the Southwest Community (OSC); the characteristics of several church parishes in the southwest Chicago area and how they participated in the OSC; and the attitudes of church members toward the involvement of their church in the OSC. An appendix describes research methods and theoretical framework, and includes the questionnaire on attitudes. (author/mf)

ED 034 168

AL 001 523

Friedman, Joyce

A Computer System for Writing and Testing Transformational Grammars. Final Report.

Stanford Univ. Computer Science Dept., Calif.

Computational Linguistics Project.

Report No.—CS-109

Pub Date Sep 68

Note—16p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD 692 690, MF \$0.65, HC \$3.00, prepayment requested)

Document Not Available from EDRS.

Descriptors—Bibliographies, *Computational Linguistics, Computer Programs, Phrase Structure, Programming Languages, Research Projects, Sentences, Syntax, *Transformation Generative Grammar

For the two years prior to this report the Computational Linguistics Project in the Computer Science Department at Stanford University was engaged in research leading to computer programs for accepting and manipulating transformational grammars corresponding to a version of the theory based on Chomsky's "Aspects of the Theory of Syntax." These programs have been combined into a computer system for transformational grammar which accepts a transformational grammar in a natural format, and carries out the complete generation of sentences, from phrase structure generation, through lexical insertion and transformation. These programs are the first to handle complete sentence generation. The Project has made some interesting contributions to linguistic theory, particularly in the areas of formal definition of grammars, lexical insertion, and traffic rules for transformations. The results obtained are described in reports which have been issued during the course of the project. To summarize these results the abstracts of the more important papers are included here. The bibliography attached to this report contains a list of current reports produced by the project. (Author/FWB)

ED 034 169

AL 001 930

Ikegami, Yoshihiko

The Semological Structure of the English Verbs of Motion.

Yale Univ., New Haven, Conn. Linguistic Automation Project.

Pub Date Apr 69

Note—127p.

Available from—Linguistic Automation Project, Yale University, New Haven, Connecticut 06520

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—*English, *Semantics, *Structural Analysis, *Verbs

Identifiers—*Stratification Grammar

Verbs of motion are understood in this paper as those verbs which refer to changes in locus. This definition is meant to exclude those cases in which only part of an object is moved, while the object as a whole remains in the same place ("

well," "expand," "stretch"). A discussion of this definition (Chapter 1) is followed by an analysis of the verbs of motion (Chapter 2). This analysis provides a functional framework which categorizes verbs of motion according to the following components: aspect, direction, passage, manner, speed, impetus, duration, distance, course, mode, relative position, accompanying circumstances, means, purpose and result, space, cause, and features of agency. Chapter 3, Descriptive Problems, considers the semological structure of the verbs of motion. A reference list concludes the study. [Not available in hard copy due to marginal legibility of original document.] (AMM)

ED 034 170

AL 001 996

Hutlar, George L.

Relations between Prosodic Variables and Emotions in Normal American English Utterances.

Speech Communications Research Lab., Inc., Santa Barbara, Calif.

Pub Date Sep 68

Note—10p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD 680 359, MF \$0.65, HC \$3.00, prepayment requested)

Journal Cit—Journal of Speech and Hearing Research; v11 n3 p481-487 Sep 1968

Document Not Available from EDRS.

Descriptors—Acoustic Phonetics, *American English, Auditory Perception, Behavioral Science Research, Paralinguistics, *Psycholinguistics, Semantics, *Speech, Statistical Analysis, *Suprasegmentals

Identifiers—*Emotions

The emotional states of an adult male American speaker, as reflected in 30 utterances, were evaluated by 12 subjects on nine 7-point semantic differential scales. The subjects also evaluated the utterances on similar scales for pitch, loudness, and speed. Significant correlations were found between some acoustic variables and the judgments of some types of emotion. Higher correlations were found between the acoustic variables and judgments of degree of emotion. Correlation coefficients between judgments of emotion and judgments of prosodic features were in general higher than the correlations involving the acoustic variables. Degree of perceived emotion was found to be highly and positively correlated with fundamental frequency range and intensity range. A causal explanation of these relations in terms of human physiology is suggested. (Author/FWB)

ED 034 171

AL 002 091

Crockett, Jeffery R.D.

Indonesia: Abbreviations and Acronyms Used in Indonesian Publications.

Pub Date 69

Note—139p.

Available from—Author, 3750 Northampton St., N.W., Washington, D.C. 20015

Document Not Available from EDRS.

Descriptors—*Abbreviations, Foreign Language Periodicals, *Indonesian, *Newspapers, *Reference Materials, Translation

This list of abbreviations and acronyms used in Indonesian newspapers, periodicals, and publications is intended as a tool for scholars and translators who use Indonesian language materials. Each entry appears with its full form and English translation. Occasional Dutch entries are indicated accordingly. (AMM)

ED 034 172

AL 002 116

Lindblad, Torsten

Implicit and Explicit—An Experiment in Applied Psycholinguistics, Assessing Different Methods in Teaching Grammatical Structures in English as a Foreign Language.

Gothenburg Univ. (Sweden). Dept. of English; Gothenburg Univ. (Sweden). Dept. of Pedagogy.

Spons Agency—Swedish National Board of Education, Stockholm.

Report No.—GUME-PR-1

Pub Date Jun 69

Note—195p.

Available from—Author, Lararhogskolan, Övre Husargatan 34, A-413 14 Göteborg, Sweden

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—Age Differences, *English (Second Language), Intelligence Differences,

*Psycholinguistics, *Structural Analysis, Surface Structure, *Teaching Methods, Testing, Transformation Theory (Language), Verbs

The divisions in transformational grammar into surface and deep structure give rise to the hypothesis that imitative-repetitive drills will never go beyond the surface structure, and that an explicit verbalization of underlying structures will result in better achievement and proficiency in second language learning. The Project described here, carried out in English classes in Gothenburg, Sweden, attempted to test this hypothesis and to find out whether the same method would work equally well at different age and intelligence levels. Three methods were used: one "Implicit," in which the pupils practiced the "do" verb construction in oral and written drills without explanations or theoretical comment; and two "Explicit," one in which explanations are given in English, and one in which explanations were given in Swedish. Apart from the explanations, the lessons in all three groups were identical. Pupils were also grouped according to IQ; in the low intelligence groups, the "Implicit" method was considered the "best." Among the more intelligent pupils, no significant differences were found. It was felt, however, that if explanations were given, they should be in Swedish. Also, one reason for the low "Explicit" scores may be that explanations were of a transformational kind. [Not available in hard copy due to marginal legibility of original document.] (AMM)

ED 034 173

AL 002 131

Cavaco, Gilbert R.

The Teaching of Portuguese in the Colleges and Universities of the United States.

Luso-Brazilian Studies Survey, Fall River, Mass. Spons Agency—Calouste Gulbenkian Foundation, Lisbon (Portugal).

Pub Date 69

Note—120p.

Available from—Mr. Gilbert R. Cavaco, Luso-Brazilian Studies Survey, 289 Eagle St., Fall River, Mass. 02721 (No charge)

EDRS Price MF-\$0.50 HC-\$0.65

Descriptors—*College Language Programs, High School Curriculum, *Language Instruction, Luso Brazilian Culture, National Surveys, *Portuguese, School Surveys

This publication is the fourth report of a survey of Luso-Brazilian studies being conducted in the United States. The object of the survey is to determine the extent to which the Portuguese language and Luso-Brazilian studies are taught in the United States. Three hundred and twenty institutions are listed by state with the following information given for each: (1) whether Portuguese is accepted as foreign language requirement for admission, (2) what courses and/or degrees are offered, (3) whether the present program will be expanded, (4) whether Portuguese will be taught in the future, and (5) whether study abroad in Portuguese is possible. In addition to this information on colleges and universities, data is given on elementary and high school Portuguese enrollments, other schools teaching Portuguese, schools which have discontinued the teaching of Portuguese, schools considering introducing Portuguese, and night schools on the high school and college levels which offer Portuguese. Elementary and high school course descriptions are listed alphabetically by country, state, and institution. It is hoped that this information will help to increase present enrollments and that it will influence more schools and colleges to introduce Portuguese as part of their curriculum. (DO)

ED 034 174

AL 002 133

Strain, Jeris E.

A Recent Development in English Language Education in Japan: Materials Analysis.

Pub Date Sep 69

Note—10p.; Paper given at the Second AILA Congress (Association Internationale de Linguistique Appliquée), Cambridge, England, September 8-12, 1969.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—*Content Analysis, *English (Second Language), *Instructional Materials, Language Instruction, *Material Development, *Textbook Evaluation

Identifiers—*Japan

Described here is a pilot development of a method for analyzing the structural content of a set of teaching materials, underwritten by the Committee for Cooperation on English in Japan

and conducted in cooperation with the Fulbright Program in Japan and the English Language Education Department of the Faculty of Education at Hiroshima University. A basic assumption underlying the study was that teaching materials have a direct influence on learning and that some root causes of inefficiency in the teaching-learning process could be identified by rigorous and detailed analysis of the teaching materials. The most basic guideline of the study was intelligibility by those involved in teaching English and training teachers in Japan. The set of teaching materials examined was the three-volume junior high school English language textbook "New Horizon." The first part of the study concentrated mainly on the overall plan for the selection, sequencing and textual presentation of a set of teaching points. Pattern analysis was made on the basis of the verb "be" and four sentence patterns. The utterances were examined in terms of their grammatical usage and distribution, and verb structures. This method of analysis was then applied to another set of materials and the results were compared. The second project analyzed the structural content of the practice exercises in the first set of materials. (AMM)

ED 034 175

AL 002 172

Bright, William

Hindi Numerals.

Hawaii Univ., Honolulu. Dept. of Linguistics.

Pub Date Oct 69

Note—20p.; Offprint from "Working Papers in Linguistics," Issue No. 9, Oct 1969

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—Contrastive Linguistics, *Hindi, *Morphology (Languages), Morphophonemics, *Number Concepts, *Number Systems, *Sanskrit, Structural Analysis

In most languages encountered by linguists, the numerals, considered as a paradigmatic set, constitute a morpho-syntactic problem of only moderate complexity. The Indo-Aryan language family of North India, however, presents a curious contrast. The relatively regular numeral system of Sanskrit, as it has developed historically into the modern languages of this group, has undergone striking phonological alteration. Morphemes which had relatively uniform shapes and clear boundaries in the parent language have become fused and difficult to identify. The result is that anyone who learns to count in one of these languages must make a greater learning effort than is usually required for the counting process. The present paper raises some questions concerning these numeral systems, with specific reference to Hindi. Is memorization the only factor involved in the learning and production of the paradigm up to 100? If so, should a grammar simply list these hundred forms with no attempt to state general rules governing their phonological shapes? Or, are the Indo-Aryan numerals in fact governed by rules which are used by the native speaker and may be stated by the linguist? In exploring these questions, a complete set of numerals and a morphological analysis of their paradigm are presented and discussed. (This paper, of a "preliminary nature," constitutes a progress report.) (AMM)

ED 034 176

AL 002 174

Brown, Judith

The Peace Corps and the Development of Foreign Language Instructional Materials. An Annotated Bibliography.

Center for Applied Linguistics, Washington, D.C.

Pub Date Jun 69

Note—57p.

EDRS Price MF-\$0.25 HC-\$2.95

Descriptors—*African Languages, *Annotated Bibliographies, *Dictionaries, French, *Instructional Materials, *Language Instruction, Reference Materials, Spanish, *Uncommonly Taught Languages

Identifiers—*Peace Corps

The Center for Applied Linguistics, as a part of its tenth anniversary celebration, has undertaken the preparation of a comprehensive report on the language involvement of the United States Government. The first aspect of this study was a survey of instructional materials developed by the Peace Corps since its establishment in 1961. This resulting annotated bibliography serves as a record of the Peace Corps' achievement in the field, and as a reference source of information concerning more than 100 languages. The 304 entries are grouped in five geographic areas: Mid-

dle East, Sub-Saharan Africa, Asia, Oceania, and Latin America and the Caribbean. A final section, International Languages, includes a substantial number of titles in Spanish and French. Further information on the materials listed in this bibliography may be obtained from the Director, Division of Language Training, Peace Corps, Washington, D.C. 20525. (AMM)

ED 034 177 AL 002 177
English in the Lower Department of the Comprehensive School: Planning of a FOU Project Extending from 1970 to 1979.

Swedish National Board of Education, Stockholm.

Pub Date Sep 69
Note—22p.

Available from—National Board of Education, Bureau L4, 104 22, Stockholm 22, Sweden
Journal Cit—School Research (Swedish National Board of Education Newsletter); Sep 1969

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—*Bilingual Education, *Elementary Education, *English (Second Language), Experimental Programs, *Language Instruction, *Research Projects, Teaching Methods
Identifiers—*Sweden

This document describes plans for a project investigating the introduction of English as a second language in Swedish schools beginning with the first grade. (English is now introduced as a compulsory foreign language in grade 4.) The primary aim of the Project is "to generally illustrate the effects which occur when the total number of English teaching-hours for the comprehensive school are distributed in different ways throughout the grades." Problems to be dealt with in the Project are to (1) analyze and test different methods for solving the problem of individualization, with emphasis on new ways of utilizing language labs and programmed study materials; (2) analyze the contents of the teaching and the teaching methods from new points of view; (3) develop new methods for measuring language proficiency; (4) develop methods for systematic observations of the interplay between teachers and pupils, and between pupils; (5) study the possibilities of forecasting success in the acquisition of foreign language proficiency; and (6) analyze the functions of the foreign language teacher. Projected investigation, data collecting, staff, and budget are also discussed. (AMM)

ED 034 178 AL 002 178
Gage, William W., Comp.

List of Languages with Numbers of Native Speakers.

Center for Applied Linguistics, Washington, D.C.

Pub Date Dec 69

Note—8p.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—*Language Classification, *Languages, *Statistical Data

The Center for Applied Linguistics, in its function as a clearinghouse for linguistic information, maintains a set of language files, limited to some 300 languages which have been selected from among the 3,000 to 4,000 in the world for their socio-political importance from an American point of view. The present list, compiled from these files, indicates for each language (1) the approximate number of speakers, (2) the language family of which it is a member, and (3) the principal geographical area of concentration of its speakers. (AMM)

ED 034 179 AL 002 179
Hanna, Sami A. Greis, Naguib

Dialect Variations and the Teaching of Arabic as a Living Language.

Pub Date 29 Nov 69

Note—12p.; Paper presented at the Third Annual Meeting of ACTFL (American Council on the Teaching of Foreign Languages), New Orleans, Louisiana, November 29, 1969

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—*Arabic, *Dialects, *Language Instruction, Regional Dialects, *Standard Spoken Usage, Teaching Methods, Written Language
Identifiers—*Cultivated Cairene Arabic

Because of the diversity of Arabic dialects (Lebanese, Iraqi, Syrian, Algerian, Moroccan, Libyan, Sudanese, Saudi Arabian, Palestinian, and Egyptian), and the fact that Arabic writing allows for a wide range of different pronunciations, the question faced by students is where to

begin. It is instructive to consider how this problem is dealt with in modern foreign language teaching, English being a case in point. It is "inconceivable" to teach English without specific reference to the spoken forms actually used either in the United States or in the United Kingdom. The dialect form chosen should be an educated form of speech and have "significant applicability." The foreign learner should find Cultivated Cairene Arabic an especially useful dialect with which to start learning Arabic. It provides a relatively smooth transition from the spoken to the literary language, particularly as used by mass media writers. It is the form of language spoken by a socially acceptable group representative of modern Arab culture as a whole. (Any other cultivated dialect of the important Arab Centers, however, may also accomplish the goals of teaching beginning Arabic.) The major categories of Arabic are defined as (1) Classical or Koranic, (2) Literary or Contemporary Literary, and (3) Colloquial or Spoken. The authors suggest a teaching method moving from Cultivated Spoken to the Literary. (AMM)

ED 034 180 AL 002 180
Feinberg, Lilian O. Tarjan, Jeno

Foreign Language Study in Budapest.

Pub Date 68

Note—4p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (This issue \$0.30)

Journal Cit—International Educational and Cultural Exchange; v4 n1 Summer 1968

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—*Bilingualism, *English (Second Language), Hungarian, Instructional Materials, *Language Instruction, Language Laboratories, *Language Programs, *Second Language Learning, Tape Recordings
Identifiers—*Budapest

Foreign language study at the Karl Marx University of Economic Sciences in Budapest aims to develop the ability to use the language as a native would in a particular business or profession, and to help the student become fully aware of the political, historical, sociological, and geographical background of the foreign country and the psycholinguistic implications of the language. The Foreign Language Institute, a separate department within the University, plays an important role in training the students. Language teaching differs with each major field. Students of foreign trade, communications, and international relations must attend classes in two foreign languages for four years: Russian, and one Western European language. There are no beginning language courses for the students—they must demonstrate their competence before admission to the University. Thus the instructors need not teach fundamentals and can concentrate on helping the students attain near-native command of the foreign language. Separate programs—oral-aural exercises, compositions, readings, and language laboratory material—have been developed by the Institute for each major and each language. Materials used in teaching English, criteria for proficiency in two languages, specialized vocabulary materials, the language laboratory, and the Institute staff are briefly described. (AMM)

ED 034 181 AL 002 181
Stalling, Richard B.

Conditioned Attraction, Similarity, and Evaluative Meaning. Language, Personality, Social, and Cross-Cultural Study and Measurement of the Human A-R-D (Motivational) System.

Hawaii Univ., Honolulu. Dept. of Psychology.

Spons Agency—Office of Naval Research, Washington, D.C.

Report No.—TR-1

Pub Date Aug 69

Note—30p.; Article based on Ph.D. dissertation submitted to the Dept. of Psychology of the University of Hawaii

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—*Attitudes, *Conditioned Response, *Conditioned Stimulus, *Interaction, *Psychology, *Stimulus Behavior
Identifiers—*Evaluative Meaning, Unconditioned Stimulus

Recent stimulus-response formulations have indicated that similarity between persons functions as an unconditioned stimulus (UCS) and that interpersonal attraction is a classically conditioned evaluative response. The thesis of this study is

that similarity is a correlate of evaluative meaning and that the latter rather than the former is responsible for conditioning. The Staats conditioning procedure was used with trigrams as conditioned stimuli (CS) and personality-trait adjectives as unconditioned stimuli (UCS). The UCS adjectives were previously rated on evaluation and similarity scales, and these variables were held constant across levels of each other in a 2 x 2 within subjects (Ss) design. In support of the hypothesis, it was found that for 89 pretested Ss evaluation and similarity were highly correlated (.879) and that for the 16 Ss in the conditioning procedure an evaluative response to trigrams was influenced by evaluation (pA.005) but not by similarity (pS.20). (Author/DO)

ED 034 182 AL 002 182
Brewer, Barbara A. Gross, Michael C.

Conditioning of Attitudes Using a Backward Conditioning Paradigm. Language, Personality, Social and Cross-Cultural Study and Measurement of the Human A-R-D (Motivational) System.

Hawaii Univ., Honolulu. Dept. of Psychology.

Spons Agency—Office of Naval Research, Washington, D.C.

Report No.—TR-3

Pub Date Aug 69

Note—17p.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—*Attitudes, Interaction, *Psycholinguistics, Stimulus Behavior
Identifiers—Backward Conditioning, Evaluative Meaning

In order to test whether meaning will transfer when a backward conditioning paradigm is utilized, Staats' language conditioning procedure, including the pairing of unconditioned stimulus (UCS) evaluative words with conditioned stimulus (CS) nonsense syllables, was modified so that the UCS words preceded the CS nonsense syllables on each trial. Seventy undergraduate subjects, randomly divided into two groups of 35, were exposed to this treatment. The analysis of their subsequent ratings of the nonsense syllables showed a significant conditioned meaning effect. (Authors/DO)

ED 034 183 AL 002 183
Gross, Michael C. Staats, Arthur W.

Interest Inventory Items as Attitude Eliciting Stimuli in Classical Conditioning: A Test of the A-R-D Theory. Language, Personality, and Cross-Cultural Study and Measurement of the Human A-R-D (Motivational) System.

Hawaii Univ., Honolulu. Dept. of Psychology.

Spons Agency—Office of Naval Research, Washington, D.C.

Report No.—TR-4

Pub Date Sep 69

Note—36p.

EDRS Price MF-\$0.25 HC-\$1.90

Descriptors—*Attitudes, Conditioned Stimulus, Interaction, *Psycholinguistics, *Stimulus Behavior
Identifiers—Evaluative Meaning, Strong Vocational Interest Blank

An experiment was conducted to test the hypothesis that interest inventory items elicit classically conditionable attitudinal responses. A higher-order conditioning procedure was used in which items from the Strong Vocational Interest Blank were employed as unconditioned stimuli and nonsense syllables as conditioned stimuli. Items for which the subjects had positive interest, as indicated by a pre-test, were paired with one conditioned stimulus; items of negative interest were paired with a different conditioned stimulus. Analysis of post-conditioning ratings of the syllables indicated that the subjects had acquired the attitudinal component of the interest items with which they had been paired. (Authors/DO)

ED 034 184 AL 002 190
Wartburg, Walther v. Ullmann, Stephen

Problems and Methods in Linguistics. Language and Style Series, VII.

Pub Date 69

Note—268p.; Revised edition translated from the 2nd French edition published by Presses Universitaires de France, Paris, 1963

Available from—Basil Blackwell & Mott, Ltd., 49 Broad Street, Oxford, England (L2 17s 7d)

Document Not Available from EDRS.

Descriptors—*Diachronic Linguistics, Language Role, Language Styles, *Linguistics, *Linguistic Theory, Morphology (Languages), Phonetics,

Phonology, Regional Dialects, Speech, Synchronic Linguistics, Syntax, Vocabulary
The present volume (originally published in German under the title "Einführung in Problematik und Methodik der Sprachwissenschaft" by Max Niemeyer Verlag, Tübingen, in 1943) contains a "clear, elegant and non-technical introduction into some of the fundamental problems of general linguistics, enlivened by numerous examples, mainly from the Romance languages, many of which were collected by the author himself while working on his dictionaries." The second edition, published in German in 1962 and in French in 1963, was revised and brought up to date by the author and by Stephen Ullmann, who also contributed two new chapters, one on historical phonology and another on stylistics. This English edition was translated from the 2nd French edition (Presses Universitaires de France, Paris, 1963) by Joyce M.H. Reid. (AMM)

ED 034 185

AL 002 191

Gleitman, Lila R.
Compound Nouns and English Speakers.
Spous Agency—Eastern Pennsylvania Psychiatric Inst., Philadelphia; National Inst. of Health, Bethesda, Md.
Pub Date 10 Nov 67
Note—207p.

EDRS Price MF-\$1.00 HC-\$10.45

Descriptors—Descriptive Linguistics, *English, *Language Research, *Linguistic Competence, Linguistic Performance, *Linguistic Theory, *Nominals, Transformational Generative Grammar

Identifiers—Grammaticality, *Paraphrasing
The author raises the question of how to relate modern transformational grammars to a body of empirical fact, and suggests why paraphrasing might legitimately be considered a feature of behavior relevant to linguistic competence. This study is introduced by a discussion of the empirical basis of descriptive linguistics, followed by sections discussing empirical evidence for grammatical organization and linguistic performance and competence. Section III presents a description of the author's experimental study of the use of compound nouns, involving the free generation of paraphrases, forced-choice, and some replication. The final section discusses the perception of paraphrastic relations in the light of individual differences, grammaticality and paraphrasability, and semigrammaticality and error-type. General comments on linguistic method and innovation and creativity in language use conclude the study. Appended are a list of stimuli, tables indicating distribution of errors in the generating task and a new scoring technique, and a bibliography. (AMM)

ED 034 186

AL 002 192

English-Chinyanja Dictionary.
Zambesi Mission, Mitsidi (Malawi).
Pub Date 64
Note—381p.

Available from—The Superintendent, Zambesi Mission, Mitsidi, Blantyre, Malawi. Also available from other Zambesi Missions in Malawi (Chiole, Ntonda, Dombolo, and Muluma)

Document Not Available from EDRS.

Descriptors—*Chinyanja, *Dictionaries, English, Grammar, Pronunciation
This English-Chinyanja (Cinyanja) dictionary was prepared and published by the Zambesi Mission for use in Africa. Compilers of this volume were aided by Africans of Southern Angoniland and a Yao tribesman from the Blantyre district knowledgeable in Chinyanja. Spelling rules used are those of the United Translation Board, which has adopted Chinyanja as the dialect most widely spoken in Malawi. Special attention has been given to aspiration. Entries indicate the grammatical category of each word, followed by glosses and variations in usage. Brief notes on the alphabet, vowels, and parts of speech are contained in the Introduction. (AMM)

ED 034 187

AL 002 193

Capell, A. And Others
Papers in New Guinea Linguistics No. 9, Pacific Linguistics Series A—Occasional Papers No. 18.
Pub Date 69
Note—110p.

Available from—The Secretary, "Pacific Linguistics," Dept. of Linguistics, The Australian National University, Box 4, P.O., Canberra, A.C.T. 2600, Australia (\$2.10)

Document Not Available from EDRS.

Descriptors—Adjectives, Adverbs, Grammar, Indonesian Languages, Intonation, Language Classification, Morphology (Languages), Nominals, *Phonology, Pronouns, Reference Materials, *Sentence Structure, *Tagmemic Analysis, *Verbs

Identifiers—*Binandere Languages, New Guinea, Orokaiva, Suena

This collection of papers on the Binandere languages of New Guinea consists of: (1) "The Structure of the Binandere Verb," by A. Capell—sentence structure and verb structure; (2) "Preliminary Notes on Orokaiva Grammar," by A. Healey, A. Isoroembo, and M. Chittleborough—phonology, verbs, adverbs, nouns, adjectives, pronouns and demonstratives, postpositions, nominals, clauses, and sentences; (3) "The Binandere Language Family," by D. Wilson—member languages, village lists, phonology and grammar, previous linguistic work, publications in Binandere languages, comparative studies, migrations, bibliography, and language map; (4) "Suena Phonology," by D. Wilson—phonemes, syllables, stress-tone patterns, and intonational patterns; and (5) "Suena Grammar Highlights," by D. Wilson—pronouns and personal endings, verbs, relators, text, and appendix of abbreviations used. A Pacific Linguistics publications list concludes the volume. (AMM)

ED 034 188

AL 002 194

Miller, Jeanne Miller, Helen W.
Papers in Philippine Linguistics No. 2, Pacific Linguistics, Series A—Occasional Papers No. 19.
Australian National Univ., Canberra.

Pub Date 69

Note—32p.

Available from—The Secretary, "Pacific Linguistics," Dept. of Linguistics, The Australian National University, Box 4, P.O., Canberra, A.C.T. 2600, Australia (\$0.80)

Document Not Available from EDRS.

Descriptors—*Indonesian Languages, *Morphology (Languages), Morphophonemics, Negative Forms (Language), *Reference Materials, *Syntax, *Tagmemic Analysis

Identifiers—*Mamanwa, Nonverbal Clauses

The first of the two papers comprising this volume, "Nonverbal Clauses in Mamanwa," by Jeanne Miller, deals with (1) kernel clauses—directional, descriptive, possessive, time, and existential; (2) the equational clause; (3) negation; and (4) emphasis. The second paper, "Mamanwa Morphology," by Helen W. Miller, deals with (1) stem types; (2) word types—verbs and descriptors; and (3) morphophonemic alternation. A listing of Pacific Linguistics publications concludes this volume. (AMM)

ED 034 189

AL 002 195

Prentice, D. J.
Papers in Borneo Linguistics No. 1, Pacific Linguistics, Series A—Occasional Papers No. 20.
Australian National Univ., Canberra.

Pub Date 69

Note—41p.

Available from—The Secretary, "Pacific Linguistics," Dept. of Linguistics, The Australian National University, Box 4, P.O., Canberra, A.C.T. 2600, Australia (\$1.00)

Document Not Available from EDRS.

Descriptors—Indonesian Languages, *Malay, Morphology (Languages), *Phonemes, Phonology, Reference Materials, *Tagmemic Analysis, *Verbs, *Word Lists

Identifiers—*Sabah Murut

The first paper in this volume, "A Wordlist for Use in Borneo," is a listing of 250 items in English, accompanied by notes and glosses in colloquial Malay (as spoken in Sabah). It is intended to be used in eliciting linguistic information in Borneo and to serve as "a guide to relationships between languages of the region, and not as a basis for strict lexicostatistical analyses of those languages." The language examined in the second paper, "Verbal Inflection in Sabah Murut," is not to be confused with a different language of the same name (also known as Lun Daya), most of whose speakers are found in Sarawak and Indonesian Borneo. The forms quoted in this paper are from the Timugon dialect, spoken in the Tenom region (Interior Residency, Sabah). The discussion of verbal inflection covers (1) mode, (2) focus, (3) type, and (4) aspect. "Phonemes of Sabah Murut," the final paper, is a discussion of (1) terminology; (2) nonsegmental phonemes, e.g., stress, phrase-juncture, clause-terminals, and

pitch; (3) segmental phonemes, e.g., phonemes and allophones, minimal pairs, structure, and structural limitations; and (4) sporadic segments, e.g., extrasytematic phonemes, phonemes in loan-words, and segments of uncertain phonemic status. A Listing of Pacific Linguistics publications is included in this volume. (AMM)

ED 034 190

AL 002 196

Kalai, M.H.I.
A Nembu-English Dictionary. Occasional Publication No. 2.

Ibadan Univ. (Nigeria). Inst. of African Studies.
Pub Date 66
Note—572p.; 2 vols.; Preliminary edition.
Available from—University Bookshop Nigeria Ltd., Ibadan, Nigeria (Price L1)

Document Not Available from EDRS.

Descriptors—*Dictionaries, English, *Morphology (Languages), *Nembu, *Phonology, Pronunciation, Tone Languages

The author, of Reclamation House in Okpoma Brass, Nigeria, has attempted to "arrange Nembu words in an alphabetical order to form the basis of a dictionary." The introductory section of this two-volume dictionary presents a short description of the phonological and morphological features of Nembu, as well as a guide to the pronunciation of the vowels and consonants. Notes on tone marking, word division, and the abbreviations used are also included. Entries are followed by an indication of their grammatical category, and their glosses in English. Variations in usage and occasional collocations where necessary are also given. The author presents this work as a preliminary edition and welcomes suggestions for revision. (AMM)

ED 034 191

AL 002 197

Smith, Reed
Gullah.
South Carolina Univ., Columbia.

Pub Date 69
Note—34p.; Reprint of Bulletin No. 190, University of South Carolina, Nov. 1, 1926
Available from—Columbia, South Carolina local bookstores (\$1.25)

Document Not Available from EDRS.

Descriptors—Contrastive Linguistics, *Creoles, *Cultural Background, *Dialect Studies, *Gullah, Morphology (Languages), *Negro Literature, Phonology, Syntax

Identifiers—Georgia, South Carolina
This study of Gullah, written in 1926 by the late Reed Smith of the University of South Carolina, relies heavily on the work of earlier researchers, notably A.E. Gonzales, then editor of "The State" and author of the Black Border stories. The first two chapters presents a historical and literary background of Gullah speakers (American Negroes living on the sea-islands and the narrow tidewater strip along the coast of South Carolina and Georgia and a small section of north-east Florida). The third and final chapter presents the author's observations on the structure of the dialect, citing various examples of morphological and phonological contrasts with standard American English (SAE), and certain archaisms, proper names, common lexical items, and proverbs, glossed in SAE. Numerous footnotes and references to sources both recent and archival are included in this work. (AMM)

ED 034 192

AL 002 198

Yeni Redhouse Lugati; Ingilizce-Turkce (Revised Redhouse Dictionary; English-Turkish).
Near East Mission of the United Church Board for World Ministries, Istanbul (Turkey).

Spons Agency—Rockefeller Foundation, New York, N.Y.
Pub Date 69
Note—1,214p.

Available from—Amerikan Bord Nesriyat Dairesi, P.K. 142, Istanbul, Turkey (\$11.11)

Document Not Available from EDRS.

Descriptors—Cultural Context, *Dictionaries, English, Phonetic Transcription, *Turkish

The general plan of this dictionary, first prepared by Sir James Redhouse in 1861 and revised in 1950 and 1953, has been to include all words which appear in the Oxford Concise Dictionary and Webster's Collegiate Dictionary. In addition, a great number of idioms have been added; the volume now contains between 60,000 and 70,000 definitions. Syllable division and primary stress are indicated in each entry. Phonetic transcriptions, grammatical and stylistic category

ries, and inflected forms are also given, followed by the Turkish glosses in isolation and in context. A bibliography of reference sources, a page of notes on English grammar, abbreviations, and an explanation of the phonetic symbols used to indicate English pronunciation are included in the prefatory section. (AMM)

ED 034 193 AL 002 199
Redhouse Yeni Turkce-Ingilizce Sozluk (New Redhouse Turkish-English Dictionary). Near East Mission of the United Church Board for World Ministries, Istanbul (Turkey). Spons Agency—Ford Foundation, New York, N.Y.
Pub Date 68
Note—1,292p.
Available from—Amerikan Bord Neziyat Dairesi, P.K. 142, Istanbul, Turkey (\$16.67)

Document Not Available from EDRS.
Descriptors—Arabic, Cultural Context, *Dictionaries, English, French, Persian, Standard Spoken Usage, *Turkish
Identifiers—*Ottoman Turkish

The product of nearly 20 years of preparation, this volume is based largely on Sir James Redhouse's publication of 1890, most recently reissued in 1923. The compilers' intention has been to include every word, and as nearly as possible every set phrase or locution, that has been used in standard Turkish as spoken within the geographical area now called Turkey in the last 200 years. While some rare Arabic and Persian loan words have been dropped for new words and phrases, an effort has been made to keep intact the original work. The volume now constitutes both an Ottoman-English and a Turkish-English dictionary. Entries are followed by (1) abbreviations indicating inflected forms, vowel length and stress, derivational source of borrowed words, language style, and area of usage or category; (2) transliteration in Arabic script; and (3) English glosses in isolation and in various contexts. The prefatory and introductory sections of the volume appear in both Turkish and English. (AMM)

ED 034 194 AL 002 200
Adler, Elaine F.
Basic Concerns of Teaching English as a Second Language in New Jersey.
Pub Date 7 Nov 68
Note—10p.; Speech delivered at the Meeting of the Foreign Language Teachers Association, New Jersey Education Association, November 7, 1968

EDRS Price MF-\$0.25 HC-\$0.60
Descriptors—Bilingual Education, *English (Second Language), Foreign Students, *Inservice Teacher Education, Spanish Speaking, *Teacher Education, *Teaching Methods

The author, a consultant in English as a Second Language (ESL) in the New Jersey State Department of Education, emphasizes the need for inservice training in ESL. She points out that school personnel of many districts which she has observed purport to have ESL programs but actually are unaware that the teaching of ESL requires special training. Inservice training is only one aspect of a teacher-training program; preservice course work should be part of the college curriculum of every undergraduate with plans to teach children who do not speak English or a standard dialect of English. Not all teachers are suited for ESL, but all should have a foundation in language in order to reinforce the work of the specialist. To teach ESL efficiently and effectively requires an understanding of (1) the English language, (2) how to teach it, and (3) the pupil learning it. It also requires understanding how language learning is different from learning a skill such as addition or subtraction. Problems concerning the practical application of bilingual education, the difference between English as a second language and English as language arts for the reading teacher, and setting up an ESL program in a community are also highlighted. (AMM)

ED 034 195 AL 002 201
Aryanpur, Abbas Saleh, Jahan Shah
The New Unabridged English-Persian Dictionary.
Pub Date 65
Note—6,340p.; 5vols.
Available from—Amir-Kabir Publishing & Printing Institution, Tehran, Iran
Document Not Available from EDRS.

Descriptors—*Dictionaries, English, *Persian, Phonetic Transcription, Pronunciation

This five-volume English-Persian dictionary is based on Webster's International Dictionary (1960 and 1961) and The Shorter Oxford English Dictionary (1959); it attempts to provide Persian equivalents of all the words of Oxford and all the key-words of Webster. Pronunciation keys for the English phonetic transcription and for the difficult Persian symbols are given in the prefatory section of the first volume. The grammatical category of each lexical item is indicated, and glosses are accompanied by frequent collocations and occasional pictorial illustrations. Numerous archaic terms and loan words from Latin, Greek, French, German, and other languages are included in the entries. (AMM)

ED 034 196 AL 002 202
Turkish Basic Course.
Defense Language Institute, Washington, D.C.
Pub Date Jul 66
Note—3,008p.; 14vols.
EDRS Price MF-\$11.00 HC Not Available from EDRS.

Descriptors—Audiolingual Methods, Cultural Context, Illustrations, *Instructional Materials, *Language Instruction, Military Training, *Morphology (Languages), Pattern Drills (Language), *Phonology, Standard Spoken Usage, *Turkish

Identifiers—Vowel Harmony
These 14 volumes of the Defense Language Institute's basic course in Turkish consist of 112 lesson units designed to train native English language speakers to Level 3 proficiency in comprehending, speaking, reading, and writing Turkish. (Native-speaker fluency is Level 5.) An introduction to the sound system, vowel harmony, and syllable division prefaces the first volume. The general format throughout the series provides dialogs, (with English translations, cartoon guides, syllabic transcription and regular Turkish orthography), recombination dialogs, readings, questions, and block drills in each lesson unit. [Not available in hard copy due to marginal legibility of original document.] (AMM)

ED 034 197 AL 002 203
Hayes, Alfred S. Vis, Joan
Language Research in Progress: Report No. 9, December 1969; A Cross-Referenced List of Documented Language Research Projects Current June - December 1969.
Center for Applied Linguistics, Washington, D.C.
Pub Date Dec 69
Note—70p.

Available from—Language in Education Program, Center for Applied Linguistics, 1717 Massachusetts Avenue N. W., Washington, D.C. 20036 (No charge)

EDRS Price MF-\$0.50 HC-\$3.60
Descriptors—Applied Linguistics, Computational Linguistics, Contrastive Linguistics, Diachronic Linguistics, *Language Research, Languages, *Linguistics, Psycholinguistics, *Research Projects, *Research Reviews (Publications), Sociolinguistics, Speech Handicaps, Uncommonly Taught Languages

This document is the ninth report in the Language Research in Progress (LRIP) series, and lists a wide variety of language-related research projects current between June and December 1969. Research projects terminated in the six months prior to publication are included as well. Approximately 420 projects in the United States and abroad are cross-indexed by subject, investigator and institution, and LRIP file number. Copies of this report and abstracts of particular projects are available on request from Joan Vis, Language in Education Program, Center for Applied Linguistics, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036. (DO)

ED 034 198 48 AL 002 204
Applegate, Joseph R.
Spoken Kabyle; A Basic Course (Pre-Publication Draft).

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Pub Date 66
Contract—OEC-2-14-015
Note—443p.
EDRS Price MF-\$1.75 HC-\$22.25

Descriptors—Audiolingual Methods, Cultural Context, *Instructional Materials, *Kabyle, *Language Instruction, Morphology (Lan-

guages), Pattern Drills (Language), Phonemic Alphabets, Phonology, Syntax

Twenty-three units comprise this basic course. Each unit consists of a dialog; questions on the dialog; notes on the syntax, morphology, and phonology of Kabyle; pattern drills; and a narrative based on the dialog. Early units (I-VI) also contain notes on the pattern drills. Phonemic transcription is used throughout. (DO)

ED 034 199 AL 002 205
Casso, Henry J.
The Siesta is Over.
Pub Date Feb 69
Note—21p.; Paper delivered at the Education Conference "Improving the Preparation of Educational Personnel to Serve in School Systems Enrolling a Significant Number of Mexican American Students," New Mexico State U., Feb. 13-15, 1969

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—*Bilingual Education, Community Involvement, Culturally Disadvantaged, *Culture Conflict, *English (Second Language), Mexican American History, *Mexican Americans, Teacher Attitudes, *Teacher Education

The author surveys the history of attitudes and approaches toward educating Mexican-Americans and reviews some of the most outstanding contributions in the field. "The Invisible Minority" (National Education Association, 1966) states that the most acute educational problem in the Southwest is that which involves Mexican-American children. Dr. Nolan Estes, Associate Commissioner for Elementary and Secondary Education. Senator Ralph Yarborough, and Commissioner Harold Howe II are among those quoted in this paper for their efforts to promote bilingual and bicultural education. The 1960 census for Texas revealed the Mexican-Americans to have the highest dropout rate and the fewest number of persons 14 or over completing school. Nearly one fourth of the Mexican-Americans in Texas 25 years old or over had not completed one year of education; close to 40 percent of the adults were functionally illiterate (fourth grade completed or less). Mexican-American student demands in Los Angeles are similar to those voiced in Chicago and San Antonio. The author balances his description of some of the difficulties met with by educators and students with mention of some instances of progress. A listing of hearings and conference reports is appended. (AMM)

ED 034 200 AL 002 206
Murphy, John D., Comp. Goff, Harry, Comp.
A Bibliography of African Languages and Linguistics.

Report No.—SBN-8132-0496-8
Pub Date 69
Note—147p.
Available from—Catholic University of America Press, 620 Michigan Avenue, N.E., Washington, D.C. 20017 (\$4.95)

Document Not Available from EDRS.
Descriptors—*African Languages, *Afro Asiatic Languages, *Bibliographies, *Creoles, *Linguistics, Malagasy
Identifiers—*Afrikaans

The present bibliography of African languages and linguistics includes not only works relating to the "Negro-African" languages, but also those dealing with the African varieties of Arabic, the Hamitic languages, Malagasy, Afrikaans, and various Creoles. (The greater part of the entries relate to the indigenous languages of the African continent south of the Sahara.) The linguistic classification employed is that represented in the several African-language taxonomies published by the International African Institute. Included are only works dealing specifically or primarily with language: titles exclusively or chiefly anthropological or ethnographic in character are strictly excluded. Many of the titles are extremely rare; the existence of reprints is noted in cases where these were available at the date of publication. Languages and dialects, and authors/compilers are indexed in the appendix. (AMM)

ED 034 201 AL 002 207
Allen, Virginia French, Ed.
On Teaching English to Speakers of Other Languages. Series I.
National Council of Teachers of English, Champaign, Ill.
Pub Date 65
Note—167p.; Papers read at the TESOL Conference, Tucson, Arizona, May 8-9, 1964

EDRS Price MF-\$0.75 HC-\$8.45

Descriptors—Adult Education, Bilingualism, Composition (Literary), *English (Second Language), Instructional Materials, *Language Instruction, Language Programs, Linguistic Theory, Pronunciation Instruction, Reading Instruction, *Teaching Methods, Teaching Techniques, Testing

The contents of this volume, a compilation of papers read at the first conference of TESOL (Teachers of English to Speakers of Other Languages), are grouped according to general subject and authors: (1) TESOL as a Professional Field—A.H. Marckwardt, F.J. Colligan, W.F. Marquardt; (2) Reports on Special Programs—J.E. Officer, R.B. Long, M.C. Streiff, D. Saunders, B.T. Estrada, J. Morris, D.I. Dickinson, E.M. Anthony, F. Ingemann; (3) Some Key Concepts and Current Concerns—H.B. Allen, J.D. Bowen, N. Greis, A.L. Davis, K. Aston, R. Strang, E.P. Dozier, L. McIntosh, E. Haugen, R. Roberts, S. Levenson, F.L. Bumpass, P.W. Bell, M. Finocchiaro, D.P. Harris, P.D. Holtzman, R.E. Spencer; (4) Materials: Their Preparation and Use—V. Komives, J. Jacobs, W.P. Allen, W.B. VanSyc, W.R. Slager; (5) What to Do in the Classroom: Devices and Techniques—B.W. Robinett, J.O. Sawyer, R.C. Yarbrough, D.W. Danielson, J. Praninskas, D. Knapp, J. Ashmead. A foreword by J.R. Squire, and an introductory address by S. Ohannessian preface the papers. See AL 002 208 for Series II and ED 002 064 for Series III. Papers from TESOL Conferences held after 1966 have appeared in the "TESOL Quarterly" as separate articles, not in series form. (AMM)

ED 034 202

AL 002 208

Kreidler, Carol J., Ed.
On Teaching English to Speakers of Other Languages. Series II.

National Council of Teachers of English, Campaign, Ill.

Pub Date 66

Note—169p; Papers read at the TESOL Conference, San Diego, California, March 12-13, 1965

EDRS Price MF-\$0.75 HC-\$8.55

Descriptors—*Bilingual Education, Bilingualism, Culture, Employment Opportunities, *English (Second Language), Generative Grammar, *Language Instruction, Language Laboratories, *Overseas Employment, Reading Instruction, Teacher Education, *Teaching Methods

The papers in this volume, read at the second national TESOL (Teaching English to Speakers of Other Languages) conference, are grouped by general subject as follows: (1) TESOL as a Professional Field—C.H. Prator, J.M. Cowan, T.W. Russell, J.E. Alatis; (2) Reports on Special Programs—H. Thompson, A.D. Nance, D. Pantell, P. Rojas, R.F. Robinett, B.E. Robinson, E. Ott, S. Hill, M. Finocchiaro; (3) Some Key Concepts and Current Concerns—W.F. Twaddell, R. Lado, V.F. Allen, B.W. Robinett, C.W. Kreidler, P. Stevens, J.D. Bowen, R.B. Lees, M. Joos, A.L. Becker, J.A. Fishman; and (4) Materials and Aids: Their Preparation and Use—K. Croft, F.C. Johnson, S. Ohannessian. The Conference Program is appended. See AL 002 208 for Series I and AL 002 064 for Series III. Papers from TESOL Conferences held after 1966 have appeared in the "TESOL Quarterly" as separate articles, not in series form. (AMM)

ED 034 203

AL 002 210

Czech Basic Course.

Defense Language Institute, Washington, D.C.

Pub Date Nov 68

Note—1,720p; 8vols

EDRS Price MF-\$6.25 HC Not Available from EDRS.

Descriptors—Audiolingual Methods, Cultural Context, *Czech, Grammar, Illustrations, *Instructional Materials, Intensive Language Courses, *Language Instruction, Military Training, Pattern Drills (Language), Phonology, Pronunciation, Writing

These eight volumes of the Defense Language Institute's audiolingual course in basic Czech are comprised of an introductory volume presenting the phonology with pronunciation dialogs, followed by seven volumes of Lesson Units 1-150. The Course is designed to train native English language speakers to Level 3 proficiency in understanding, speaking, reading, and writing in Czech. (Native-speaker fluency is Level 5.) [Not available in hard copy due to marginal legibility of the original document.] (AMM)

ED 034 204

AL 002 211

Korean Glossary to Basic Course. Lessons 1-136 and Charts.

Defense Language Institute, Washington, D.C.

Pub Date May 67

Note—178p.

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—Charts, Consonants, *Glossaries, *Instructional Materials, *Korean, *Language Instruction, Verbs, Vowels, Writing

Identifiers—Hangul, Hanja

This volume contains all the lexical items introduced in the Korean Basic Course. (See ED 024 943 for a description of Lesson Units 1-112.) The lexical items are arranged in the traditional dictionary order (explained in the Foreword) and indexed according to the lesson unit in which they appeared. The second half of the volume contains charts illustrating ROK military ranks and insignia, various romanizations, verb forms, and lists of written characters. [Not available in hard copy due to marginal legibility of original document.] (AMM)

ED 034 205

AL 002 212

Korean Intermediate Course. Selected Newspaper Articles.

Defense Language Institute, Washington, D.C.

Pub Date Jan 69

Note—240p.

EDRS Price MF-\$1.00 HC Not Available from EDRS.

Descriptors—*Instructional Materials, *Korean, *Language Instruction, *Newspapers, *Reading Materials, Translation, Writing

Identifiers—Hangul Ilbo

The purpose of this material is to provide reading matter for the last phase of the Defense Language Institute's extended and intermediate courses in Korean. (See ED 024 943 for the Korean Basic Course, Lesson Units 1-112.) The content of this volume is current, introduces important vocabulary not encountered elsewhere in the courses, and calls attention to Chinese characters in which many of the journalistic concepts are expressed and with which the student is not familiar. All articles were taken from the South Korean newspaper "Hangul Ilbo" since September 1967. [Not available in hard copy due to marginal legibility of original document.] (AMM)

ED 034 206

AL 002 213

Swahili 12 Weeks Course. Volume VI, Vocabulary List: Swahili-English, English-Swahili.

Defense Language Institute, Washington, D.C.

Pub Date Mar 63

Note—31p.

EDRS Price MF-\$0.25 HC-\$1.65

Descriptors—English, *Glossaries, Intensive Language Courses, *Swahili, Vocabulary

This Swahili-English/English-Swahili vocabulary list accompanies the Defense Language Institute's 12-weeks course in Swahili. For a description of the first five volumes (55 lesson units), see ED 026 651. (AMM)

ED 034 207

AL 002 218

Celce, Marianne. Schwarcz, Robert M.

A Note on Two Basic Semantic Distinctions.

Spons Agency—Air Force Human Resources Lab., Lackland AFB, Tex.; Public Health Service (DHEW), Washington, D.C.

Report No.—SDC-SP-3353

Pub Date Apr 69

Note—14p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD 686 743, MF \$0.65, HC \$3.00, prepayment requested)

Document Not Available from EDRS.

Descriptors—Computer Assisted Instruction, *English, *Grammar, *Semantics, Structural Analysis

Identifiers—Natural Language

This paper discusses the nature of two basic semantic distinctions—intensional/extensional, and mental/physical (mental/physical being similar to abstract/concrete but more concrete)—and how an understanding of their interaction is an essential preliminary to writing a semantically motivated grammar of English. (Author/FWB)

ED 034 208

AL 002 219

Menyuk, Paula

Children's Learning and Reproduction of Grammatical and Nongrammatical Phonological Sequences.

Massachusetts Inst. of Tech., Cambridge. Research Laboratory of Electronics.

Spons Agency—Air Force Cambridge Research Labs., Bedford, Mass.

Pub Date Dec 68

Note—15p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD 688 003, MF \$0.65, HC \$3.00, prepayment requested)

Journal Cit—Child Development; v39 n3 p849-859 Sep 1968

Document Not Available from EDRS.

Descriptors—Age Differences, Behavioral Science Research, *Child Language, English, Grammar, Morphemes, Perception, *Phonology, *Psycholinguistics, *Verbal Learning

The effect of grammatical phonological rules (those in English) and nongrammatical (those in other languages) on the learning and reproduction of morpheme-length utterances and the role of maturation on this effect were examined. Children preschool through second grade were the subjects. There were no significant differences at any grade level between the percentages of children learning sets of grammatical or nongrammatical sequences. There were significant differences at each grade level in reproducing the two categories of sets. The task of reproducing nongrammatical sequences was much more difficult, and the time needed for processing nongrammatical sequences in both tasks was consistently longer. It was concluded that nongrammaticality of phonological sequences markedly affects reproduction at an early age, but not perception and storage. (Author/FWB)

ED 034 209

AL 002 220

Friedman, Joyce

A Computer System for Transformational Grammar.

Stanford Univ. Computer Science Dept., Calif. Computational Linguistics Project.

Spons Agency—Air Force Electronic System Div. Report No.—CS-84

Pub Date Jan 68

Note—35p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD 665 827, MF \$0.65, HC \$3.00, prepayment requested)

Document Not Available from EDRS.

Descriptors—Algorithms, *Computational Linguistics, *Computer Programs, Phrase Structure, Programming Languages, Syntax, *Transformation Generative Grammar

A comprehensive system for transformational grammar has been designed and is being implemented on the IBM 360/67 computer. The system deals with the transformational model of syntax, along the lines of Chomsky's "Aspects of the Theory of Syntax." The major innovations include a full and formal description of the syntax of a transformational grammar, a directed random phrase structure generator, a lexical insertion algorithm, and a simple problem-oriented programming language in which the algorithm for application of transformations can be expressed. In this paper the system is presented as a whole; the philosophy underlying the development is first discussed, followed by an outline of the system and a discussion of its special features. References are given to papers which consider particular aspects of the system in detail. See related document AL 002 221. (Author/FWB)

ED 034 210

AL 002 221

Friedman, Joyce

Computer Experiments in Transformational Grammar.

Stanford Univ. Computer Science Dept., Calif. Computational Linguistics Project.

Spons Agency—Air Force Electronic System Div. Report No.—CS-108

Pub Date Aug 68

Note—117p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD 692 688, MF \$0.65, HC \$3.00, prepayment requested)

Document Not Available from EDRS.

Descriptors—Algorithms, *Computational Linguistics, *Computer Programs, English, Phrase Structure, Programming Languages, Sentences, Swahili, Syntax, *Transformation Generative Grammar

The papers in this volume describe computer runs with six different transformational grammars, in each case using the computer system for transformational grammar described in AL 002 220. They are collected as examples which, it is hoped, will encourage other linguistics to use the system. The motivation for the first three projects described was primarily to test the system. The remaining papers describe experiments by linguistics using the system as a tool in their own research. (Author/FWB)

ED 034 211 CG 003 957

Button, William H. And Others
A Conceptual Framework for the Analysis of Work Behavior in Sheltered Workshops. Studies in Behavior and Rehabilitation. Number One. State Univ. of New York, Ithaca. School of Industrial and Labor Relations at Cornell Univ. Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.
Pub Date [69]
Note—50p.

EDRS Price MF-\$0.25 HC-\$2.60

Descriptors—*Behavior Change, Behavior Patterns, *Rehabilitation, *Sheltered Workshops, Therapeutic Environment, Vocational Adjustment, *Vocational Rehabilitation, Work Attitudes, *Work Environment, Workshops

This paper describes the conceptual framework of a research methodology developed by the Region II Rehabilitation Research Institute, designed to permit the study of an important set of problems confronting sheltered workshops. The main problem is centered in the issues of work as work and of work as mode of behavior change. It has become apparent in the operation of sheltered workshops that there were at least two subsystems of activity which could be abstracted from the concrete systems of behavior in any workshop. These are the production subsystems, similar to industry, and the rehabilitation subsystem which is new. The orientation of the rehabilitation subsystem is to rehabilitate through channeling and controlling behavior. The paper discusses basic concepts and variables of work behavior such as behavior potential, behavioral activity, and technology. Research is reviewed and research applications are discussed. These applications include possibilities for improved selective placement of clients. After more research, industrial therapy of the type available in sheltered workshops may prove to be the most effective and least costly of the therapeutic techniques used to prepare individuals for reintegration into the fabric of modern industrial life. (Author/KJ)

ED 034 212 CG 004 003

Tiedeman, David V.
The Cultivation of Careers Through Guidance and Vocational Education. Information System for Vocational Decisions. Project Report No. 18. Harvard Univ., Cambridge, Mass. Graduate School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jan 69

Grant—OEG-1-6-061819-2240

Note—27p.; Paper presented at the Provincial Association of Protestant Teachers, Montreal, Quebec, November 22, 1968

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors—*Career Planning, *Decision Making, Educational Programs, *Guidance Services, High Schools, High School Students, *Information Systems, Occupational Guidance, *Vocational Development

An enlargement of the understanding of the career for the individual is necessary in order to put the imperative need of work for everyone more into perspective. First, secondary education in 1980 needs to be taken, not as a high school education but rather as an educational process reserved for those in need of an interdependent, not completely independent, learning experience in order to progress in the expansion of their intelligence and career according to their own purposes. It is proposed that this secondary education take place in a Learning Resource Center (LRC) with the basic instructional aid being an Educational Machine. Counselors at the LRC would help the individual to convert his learning into real life experiences. The education machine would provide the series of "dress rehearsals" which a person needs in career in order to achieve realization of self processes in the choice

processes of career. The ultimate goal for this program includes the integration of community resources for the common good, individualization of instruction, and education for individuality (including therapy or education for the mentally ill) leading to the fostering of identification, the fundamental of identity. (Author/KJ)

ED 034 213 CG 004 145

Beck, Carlton E. - And Others

Chapter Five. The Struggle Against Alienation.

Pub Date 68

Note—26p.

Available from—The Houghton-Mifflin Company, 110 Tremont Street, Boston, Massachusetts 02107 [The price is \$5.50 for the complete book, Education for Relevance (260 pages)]

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—*Acculturation, Education, Immigrants, *Individual Development, Maladjustment, Physical Handicaps, *School Role, Schools, Social Change, *Social Development, Social Factors, Social Influences, *Socialization, Socially Maladjusted, Social Relations

Assimilation through acculturation is a central aim of education within all societies. If the society is over-assimilated, and if education fails to preserve individual creative powers, it will perish. The school, the institutionalized educational process, is assigned two central tasks: (1) the assimilation by acculturation of the neophytes within the society, and (2) the preservation of the autonomy of the individual in a mode reflective of the ideal of individualism. Two forms of alienation can thus occur: (1) alienation resulting from the failure of assimilation or sociological alienation, and (2) alienation resulting from the loss of an individual's autonomy or psychological alienation. Sociological alienation may be found in immigrants, the American Indians, the American Negroes, the poor, and possibly those physically or emotionally handicapped; artists, and intellectuals. Sociological and psychological alienation cannot always be separated. Among those who might be psychologically alienated is the worker, due to possible fragmentation of self and a search for stability. For some of the psychologically alienated, the schools attempt special programs to work with these maladjustments. (KJ)

ED 034 214 CG 004 153

Ryan, T. Antoinette And Others

Commitment to Action in Supervision: Report of A National Survey by ACES Committee on Counselor Effectiveness.

American Personnel and Guidance Association, Washington, D.C. Association for Counselor Education and Supervision.

Pub Date 31 Mar 69

Note—106p.; Paper presented at the American Personnel and Guidance Association Convention, Las Vegas, Nevada, March 30–April 3, 1969

EDRS Price MF-\$0.50 HC-\$5.40

Descriptors—Counselor Educators, *Counselors, *Counselor Training, Professional Education, *Supervision, Supervisors, Supervisory Methods, *Supervisory Training

Coordination of counselor education and supervision is one of the major issues demanding immediate attention. Various background aspects are discussed: (1) the need for counseling supervision, (2) the function of counseling supervision, (3) the goals of supervision, (4) the status of supervision, and (5) the purposes of this study. Included in this last point are the congruence of supervision in practice now and the ideal, and the articulation between supervision in counseling preparation and on-the-job counseling. While much has been written on supervision, there is little agreement on function and technique. Various research studies are cited. Instruments were developed by a Committee on Counselor Effectiveness and sent to 2,000 members of the Association of Counselor Education and Supervision. Of the 2,000 sent, 613 were returned. After analyzing the data, six recommendations were presented, including: (1) the qualifications of supervision competencies be made more explicit, and (2) that supervisors be required to have training in supervision. Complete data is included, as well as bibliographies at the end of each section. (Author/KJ)

ED 034 215

East, Leon Jensen, J. Alan

Present Student Characteristics. Continuation Education System Development Project. Technical Report 1.1.

La Puente Union High School District, Calif. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 68

Grant—OEG-9-8-03513-0022-(056)

Note—276p.

EDRS Price MF-\$1.25 HC-\$13.90

Descriptors—*Academic Performance, *Behavior, Continuation Education, *Continuation Students, Data, *Data Collection, Educational Programs, Instructional Programs, Population Trends, *Student Characteristics

Over a four year period, the Continuation Education System Development Project will develop a practical instructional system capable of continuous identification and efficient response to the most critical needs of individual continuation students or those who have been pushed out of, or have dropped out of high school; in La Puente, California. This report is concerned with present student characteristics. Five major sections are included: (1) procedures, (2) critique of procedures, (3) findings, (4) summary, and (5) tables. The data were researched and reported in three separate categories: population characteristics, behavioral probability, and present academic performance capabilities. (See CG 004 283, CG 004 402, and CG 004 409). The research reported herein was funded under Title III of the Elementary and Secondary Education Act. (Author/KJ)

ED 034 216 CG 004 402

East, Leon Jensen, J. Alan

Appendix 1.1 Tables. Continuation Education System Development Project. Technical Report. La Puente Union High School District, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jan 68

Grant—OEG-9-8-03513-0022-(056)

Note—223p.

EDRS Price MF-\$1.00 HC-\$11.25

Descriptors—*Continuation Education, *Continuation Students, *Data, *Dropout Programs, Educational Programs, Instructional Programs, *Tables (Data)

The Continuation Education System Development Project technical report of appendix tables includes: (1) a bibliography; (2) letters to schools; (3) the initial in-service training program of Valley staff; (4) data of a teacher evaluation survey; (5) instructional preference scale data; (6) meaning of words inventory data; (7) a physical profile; (8) a sociological questionnaire; (9) recorded historical information; and (10) school nurse data. (See CG 004 283, CG 004 401, CG 004 403, and CG 004 409). The research reported herein was funded under Title III of the Elementary and Secondary Education Act. (Author/KJ)

ED 034 217 CG 004 404

East, Leon Dolan, Marilyn A.

Student Performance Requirements: Other Educational Situations. Continuation Education System Development Project. Technical Report 1.3.

La Puente Union High School District, Calif. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 68

Grant—OEG-9-8-03513-0022-(056)

Note—93p.

EDRS Price MF-\$0.50 HC-\$4.75

Descriptors—Ability, Academic Ability, *Continuation Education, Continuation Students, Dropout Rehabilitation, Dropout Research, *Instructional Programs, *Performance Factors, *Skill Analysis, *Skills, *Student Needs, Vocational Education

Over a four year period, the Continuation Education System Development Project will develop a practical instructional system capable of continuous identification and efficient response to the critical instructional needs of individual continuation high school students, or those who drop out or are pushed out, in La Puente, California. The first part of this report discusses the procedures used including the identification of data needed and data sources, as well as data col-

lected and analysis procedures. The critique of procedures, in both regular high schools and junior colleges is the second part of the report. The findings in regular high schools, junior colleges, and non-public occupational training programs are given. In the summary of these findings, data about performance requirements in the above settings are assessed. In these settings, both communication and computation skills are needed. The minimal reading grade level should be 7.5 (mean). Personal skills necessary are also discussed. Data tables are provided. (See CG 004 283, CG 004 401, CG 004 403, CG 004 405, and CG 004 409). The research reported herein was funded under Title III, of the Elementary and Secondary Education Act. (Author/KJ)

ED 034 218 CG 004 405

East, Leon Dolan, Marilyn A.

Student Performance Requirements: Employment Situations. Continuation Education System Development Project. Technical Report 1.4.

La Puente Union High School District, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 68

Grant—OEG-9-8-03513-0022-(056)

Note—144p.

EDRS Price MF-\$0.75 HC-\$7.30

Descriptors—*Ability, Continuation Education, *Continuation Students, *Dropout Rehabilitation, *Performance Factors, *Skill Analysis, Vocational Education

Over a four year period, the Continuation Education System Development Project will develop a practical instructional system capable of continuous identification and efficient response to the critical instructional needs of individual continuation high school students, or those who drop out or are pushed out, in La Puente, California. The first part of this report on student performance requirements in employment situations includes the procedures used, identification of data needed, data sources, data collected, and analysis procedures. A critique of these procedures is given. In the next part, the findings as related to education requirements, ability factors, and worker trait factors are discussed. In the summary of findings, requirements including the need for some high school education and vocational training is noted. Civil service, and jobs in elemental and machine work categories seem most suited to these students. Data tables are provided. (See CG 004 283, CG 004 401, CG 004 404, CG 004 407, and CG 004 409). The research reported herein was funded under Title III of the Elementary and Secondary Education Act. (Author/KJ)

ED 034 219 CG 004 406

East, Leon Barnes, Judith A.

Performance Adequacy for Home and Community Living. Continuation Education System Development Project. Technical Report 1.5.

La Puente Union High School District, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 68

Grant—OEG-9-8-03513-0022-(056)

Note—262p.

EDRS Price MF-\$1.00 HC-\$13.20

Descriptors—Ability, Continuation Education, *Continuation Students, Data, Instructional Programs, Performance Criteria, *Performance Factors, *Skill Analysis, *Skills, *Student Needs

Over a four year period, the Continuation Education System Development Project will develop a practical instructional system capable of continuous identification and efficient response to the critical instructional needs of individual continuation high school students, or those who drop out or are pushed out, in La Puente, California. The purpose of the research reported here was: (1) to discover all the skills a Valley student must have and the knowledges he must possess to succeed in his present home and community situations, (2) to discover the present capabilities of Valley students to perform these skills and exhibit these knowledges, and (3) to compare the expectations with the capabilities to determine the needs of Valley students. The first part of this report deals with determining data collection procedures for skills needed for adequacy in home and community living. A critique of these procedures is given in Part Two. Part Three gives findings relating to: (1) health and safety, (2)

child development, (3) clothing and textiles, (4) home management, (5) family relationships, (6) housing and furnishings, and (7) food and nutrition. (See CG 004 283, CG 004 401, CG 004 405, and CG 004 407-409). The research reported herein was funded under Title III of the Elementary and Secondary Education Act. (Author/KJ)

ED 034 220 CG 004 407

East, Leon Barnes, Judith A.

Appendix 1.5 Tables. Continuation Education System Development Project. Technical Report.

La Puente Union High School District, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 68

Grant—OEG-9-8-03513-0022-(056)

Note—157p.

EDRS Price MF-\$0.75 HC-\$7.95

Descriptors—Bibliographies, *Continuation Education, *Continuation Students, *Dropout Identification, Dropout Problems, *Dropout Programs, Dropout Rehabilitation, Dropout Research, High School Students, Instructional Programs, *Questionnaires, Research, Secondary School Students

Over a four year period, the Continuation Education System Development Project will develop a practical instructional system capable of continuous identification and efficient response to the critical instructional needs of individual continuation high school students, or those who drop out or are pushed out, in La Puente, California. This report is a compilation of tables, including: (1) a bibliography, (2) a statement of task-develop list of objectives, and (3) various data collection instruments. (See CG 004 283, CG 004 401, CG 004 406, and CG 004 409). The research reported herein was funded under Title III of the Elementary and Secondary Education Act. (KJ)

ED 034 221 CG 004 409

East, Leon And Others

Instructional Needs. Continuation Education System Development Project. Technical Report 1.7.

La Puente Union High School District, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 68

Grant—OEG-9-8-03513-0022-(056)

Note—46p.

EDRS Price MF-\$0.25 HC-\$2.40

Descriptors—Academic Ability, *Continuation Education, *Continuation Students, Dropout Rehabilitation, Dropout Research, *Instructional Programs, *Skill Analysis, Skills, Student Needs

Over a four year period, the Continuation Education System Development Project will develop a practical instructional system capable of continuous identification and efficient response to the critical instructional needs of individual continuation high school students, or those who drop out or are pushed out, in La Puente, California. The first part of this report on instructional needs discusses procedures to determine: (1) the "real world" performance requirements that students will meet upon leaving high school, and (2) the present capability of the students to fulfill these requirements. A critique of procedures is given. A total of four categories of instructional needs were found: (1) home and community, (2) communication skills, (3) computation skills, and (4) other skills (personal, social). Specific skills needed are: (1) read, write, and spell at about the eighth grade level, (2) perform arithmetic functions, (3) follow directions, and (4) get along with others. (See CG 004 283 and CG 004 401). The research reported herein was funded under Title III of the Elementary and Secondary Education Act. (Author/KJ)

ED 034 222 CG 004 427

Van Vleet, Phyllis Brownbridge, Robert

Investments in Prevention. The Prevention of Learning and Behavior Problems in Young Children. Intervention Report II.

PACE I.D. Center, South San Francisco, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 69

Note—49p.

EDRS Price MF-\$0.25 HC-\$2.55

Descriptors—*Change Agents, *Childhood Needs, Community Involvement, *Consultants, Consultation Programs, *Intervention, *Social Workers

This report provides the content for the development of guidelines for early intervention within a system in order to identify children and families with problem behavior. The Pace social worker and consultants are discussed relative to the Pace I.D. Center's program. The Pace worker, community-based, acting more as a coordinating influence, can move more flexibly in her enabling, facilitating position, as liaison and as agent, and yet maintain an overall prospective regarding the needs of the Pacer (child) involved and of children in general. By having access to those responsible for the child and the opportunity to offer new perspectives, new channels for action, or new resources to counteract the inadequacies, it is hoped that a more profound and permanent change might be effected in the child's life than might have developed through a direct casework relationship. The psychiatric consultants became involved with the Pace project function relative to intra-psychic and interpersonal phenomena. They also function as mental health consultants in relationship to organizational and community problems and collaborate in a variety of organizational and educational ventures. The research reported herein was funded under Title III of the Elementary and Secondary Education Act. (KJ)

ED 034 223 CG 004 429

Brownbridge, Robert Van Vleet, Phyllis

Dissemination and Implementation Report. Investments in Prevention.

PACE I.D. Center, South San Francisco, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 69

Note—45p.

EDRS Price MF-\$0.25 HC-\$2.35

Descriptors—*Behavior Problems, *Community Involvement, Community Support, *Elementary School Students, *Information Dissemination, *Intervention, Workshops

The PACE I.D. Center, a Title III, Elementary and Secondary Act, project of the South San Francisco Unified School District, has demonstrated the effectiveness of early intervention techniques focused on the young child and his total environment; school, home, and community. The Dissemination process and a suggested model for implementing the concepts of the PACE I.D. Center are included in this report. Dissemination within a community organization framework is discussed with specific techniques given. References are included. These are followed by teachers' comments from an education workshop. Several areas are covered in the section dealing with implementation. These include: (1) observable nation trends, (2) guiding principles, (3) factors that tend to hinder implementation, (4) the unique status of the PACE I.D. Center, (5) a design for a prevention oriented services and training center, and (6) a summer activity group program for young children. The research reported herein was funded under Title III of the Elementary and Secondary Education Act. (Author/KJ)

ED 034 224 CG 004 437

Resnikoff, Arthur

The Use of Simulation in Counselor Education.

American Personnel and Guidance Association, Washington, D.C.

Pub Date Mar 69

Note—6p.; Speech delivered at Convention of American Personnel and Guidance Association, Las Vegas, Nevada, March 30-April 3, 1969

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—*Affective Behavior, *Anxiety, Audiovisual Aids, Counseling Effectiveness, *Counselor Training, Group Dynamics, Practicum, *Simulators, *Video Tape Recordings

Most counselor trainees do not know how to help clients elaborate their own unique meanings in life. To provide experiences to overcome this, the author has attempted to do the following in the practicum: (1) provide a simulated client experience for the trainee by having each individual in the group react to an emotional simulation sequence and then to explore his feelings to this stimulus; and (2) help the members of the practicum group explore the feelings of other group members in a constructive way, so that each "

plays" counselor for the other. The model used involves the use of video play-back. One person in the group at a time per film reacts to the sequence and the group members and the instructor explore the reactions that the individuals experience. Following the sequence the video which shows the person viewing the simulation film and the sound of the film is played back. The process of discussion is also filmed and can be replayed. The effects of this procedure are: (1) the T.V. gives a visual playback, and (2) the group process is captured and can be played back. The major assumption of this method is that the way a person feels in anxiety producing situations is a measure of the effectiveness that a person will have in a counseling situation. (Author/KJ)

ED 034 225 CG 004 450

Bergson, Rita

Suggested References. PACE I.D. Center.

PACE I.D. Center, South San Francisco, Calif.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Pub Date Jun 69

Note—14p.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—*Behavior Problems, *Bibliographies, *Childhood, *Culturally Disadvantaged, *Education, *Family (Sociological Unit), *Learning Difficulties

During the course of the PACE I.D. Center Project, 1966-1969, staff members recorded references that they felt contributed to the general knowledge of the prevention of learning and behavior problems. More specifically, those references that implied concern for the child in his total environment were considered most relevant. The references are divided into the following areas: (1) assessment, (2) early childhood, (3) clinical, (4) education, (5) community mental health, (6) family, and (7) the disadvantaged. Some entries are briefly abstracted. The research reported herein was funded under Title III of the Elementary and Secondary Education Act. (Author/KJ)

ED 034 226 CG 004 453

Rickabaugh, Karl

Efficient Academic Recovery: An Efficient Study Program Pilot Study.

Utah Univ., Salt Lake City.

Pub Date 69

Note—20p.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—*Academic Probation, *College Students, *Counseling Centers, *Counseling Effectiveness, *Group Counseling, *Study, *Study Skills, *Underachievers

The primary purpose of this study was to begin evaluating the effectiveness of the University of Utah's counseling center's integrated didactic-experimental Efficient Study group treatment. It was also an attempt to provide further evidence concerning the questions of the efficacy of short-term group counseling procedures with academic underachievers or low achievers and the effect of probationary status on students subsequent academic performance. A total of 120 students on academic probation were screened for desire to participate in Efficient Study groups. A group of 25 students were then assigned to an Efficient Study Group and 14 to a control group. Results included: (1) a greater percentage of non-counseled probationary students withdrew from school or received failing grades than those in the study group, (2) study group students showed a higher significant improvement than no-treatment groups, and (3) the efficacy of probationary status is questionable as a "treatment" procedure. (Author/CJ)

ED 034 227 CG 004 468

Parnell, Dale And Others

Teacher's Guide to SUTOE (Self Understanding Through Occupational Exploration).

Pub Date Jun 69

Note—201p.

EDRS Price MF-\$1.00 HC-\$10.15

Descriptors—*Career Planning, *Junior High School Students, *Occupational Choice, *Self Concept, *Self Evaluation, *Teaching Guides, *Units of Study (Subject Fields)

The course Self Understanding Through Occupational Exploration (SUTOE) was initiated first on a pilot basis in two school systems and later expanded to 18 school systems and 850 students. This guide is a revision of the original Teacher's

Guide for SUTOE. There are 10 units presented, including: (1) pupil involvement in SUTOE, (2) self appraisal and self understanding, (3) relating school to occupational planning, (4) the individual's role in the economic system, (5) preparing students for in depth career study, (6) evaluating experiences and planning ahead, and (7) final course evaluation and recommendations. The objectives of each unit and the unit length are given in the table of contents. Suggested implementation is provided in the unit plan for each objective. (Author/KJ)

ED 034 228 CG 004 493

Berry, Stephen D. Wegener, Donald L. K.

Diagnostic Learning Center, Final Project Report. 1966-1969.

Arlington Heights Public School District Number 25, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 30 Jun 69

Note—287p.

EDRS Price MF-\$1.25 HC-\$14.45

Descriptors—*Educational Diagnosis, *Inservice Teacher Education, *Learning Disabilities, *Parent Counseling, *Parent Participation, *Psychological Services, *Psychotherapy, *Remedial Instruction

The Diagnostic Learning Center (DLC) serves 85,000 children in Cook County, Illinois. Objectives of the program include: (1) to provide diagnostic services for children having severe learning problems in grades one through 12 and related services for the parents of these children, (2) to provide psychological and medical testing for these children, (3) to provide psychoeducational therapy and remediation, (4) to discover the effectiveness of concentrated study on children's learning behavior, (5) to develop a model service center to be used as an example for specialized instructional services, (6) to provide inservice training for teachers of these children, and (7) to provide therapy and counseling for parents of DLC's clients. A total of three teams, diagnostic, treatment, and inservice, were utilized. Evaluation of the program indicates that: the results of the program showed; (1) a positive result is a team effort between the teacher, the parent, and the specialist, (2) one cannot expect the same progress to be made in all instances, (3) special programs of this type need help, direction and concentrated assistance, and (4) educators in general, need help in analyzing its needs, setting its goals, and realizing when it has attained these goals. The research reported herein was funded under Title III of the Elementary and Secondary Education Act. (Author/KJ)

ED 034 229 CG 004 508

Sweeney, Thomas J.

Role Performance of Secondary School Counselors in South Carolina.

American Personnel and Guidance Association, Washington, D.C.

Pub Date Mar 69

Note—14p.; Paper presented at convention of American Personnel and Guidance Association, Las Vegas, Nevada, March 30-April 3, 1969

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—*Counselor Characteristics, *Counselor Functions, *Counselor Performance, *Counselor Role, *Counselor Training, *Questionnaires

Studies concerning school counselor roles have been conducted in various parts of the country. This study was conducted in South Carolina to determine the extent of counselor activity in certain areas of role performance. The questions to be answered were: (1) in what order of frequency do counselors report their major role activities and, (2) do counselors of differing educational, experiential, and situational backgrounds report performing their roles differently. A total of 356 counselors were mailed an informational questionnaire and the School Counselor Performance Index (SCPI), which is included in this report. The results included: (1) counselors highest priority was working with individual students, and (2) counselors second priority was establishing and maintaining staff relationships. Due to major changes in the SCPI, however, the data is not conclusive. Nevertheless, there are promising signs that the SCPI used in this study can quantitatively help to differentiate among and between subgroups of persons trained as counselors. This may help counseling students to un-

derstand the various functions they need to perform. (Author/KJ)

ED 034 230

CG 004 529

Thoreson, Richard W.

Counseling Needs of the Disadvantaged: Changing Counseling Orientations.

American Personnel and Guidance Association, Washington, D.C.

Pub Date Mar 69

Note—16p.; Paper presented at convention of American Personnel and Guidance Association, Las Vegas, Nevada, March 30-April 3, 1969

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—*Behavior Problems, *Counseling, *Counseling Effectiveness, *Counseling Goals, *Culturally Disadvantaged, *Development, *Developmental Psychology, *Rehabilitation Programs, *Social Problems, *Vocational Rehabilitation

The traditional counseling model which has evolved out of experiences with upper and middle class clients and presupposes a person who is verbal, self-insightful and motivated toward increased self understanding is not effective in helping the behaviorally disordered. Although these individuals who are usually poor, culturally deprived and have grossly disordered life styles are unsuitable candidates for traditional therapy, they demonstrate a high need for assistance in changing their circumstances. The current procedure of determining the eligibility of persons for rehabilitation entails the substantiation of a medically demonstrable disability that constitutes a handicap to employment often prevents the behaviorally disordered from obtaining needed help. It is suggested that the definition of disability be broadened to include those handicapped in translating their potential into fulfilling economic and social roles because of developmental deficits. A number of innovative programs have been initiated by governmental agencies which suggest more effective ways of working with this population. Non-professional personnel have been used to meet manpower shortages in vocational rehabilitation, and the outreach concept, whereby professional personnel are out-stationed in poverty areas, has been implemented. (RM)

ED 034 231

CG 004 535

Graham, James M.

Prospectus for an Assistance Center for Community and Junior College Students.

National Student Association, Washington, D.C.

Pub Date 10 Jun 69

Note—40p.

EDRS Price MF-\$0.25 HC-\$2.10

Descriptors—*Activism, *Communication (Thought Transfer), *Junior Colleges, *Student Characteristics, *Student Leadership, *Student Organizations, *Student Problems

After meeting with two junior college administrators and student groups, the problems of junior college unrest and dissatisfaction became more evident to the author. Several aspects of junior colleges must be considered: (1) junior college students are unique in their diversity of background and motivation, (2) the community is vitally a part of the junior college and can exert control over it, (3) many junior college students accept the addition of the college experience which may not materially alter what he did before college, and (4) as four year universities become more selective, many students attending two-year colleges will do so because they are unable to enter four year institutions, which could result in a serious conflict of status and self perception. At the junior college level, the student government remains little more than a continuation of its counterpart in high school. Yet student government is the main route for student-administrative communication which could dispel serious conflict and disruption. (Author/KJ)

ED 034 232

CG 004 540

Love, Ruth B.

References on Counseling Minority Youth: A Four Part Series.

California State Dept. of Education, Sacramento. Bureau of Pupil Personnel Services.

Pub Date Jun 64

Note—21p.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—*Audiovisual Aids, *Bibliographies, *Counseling, *Disadvantaged Youth, *Financial Support, *Minority Groups, *Occupational In-

formation, Reference Books, *Reference Materials

This bibliography is divided into four parts. The first lists general educational references. The second lists references on social and cultural backgrounds of minority or culturally diverse youth. The third part is concerned with guidance and counseling of minority or less advantaged youth. This section is subdivided into two sections: (1) vocational and occupational information, and (2) financial aid specifically for minority group students. The fourth part is a list of audio-visual materials. Almost all entries are briefly annotated. (Author/KJ)

ED 034 233

CG 004 551

Berry, Jane B. And Others.

Missouri Valley Staff Development Project for Employment Security Personnel. Appendices. Volume II.

Missouri Div. of Employment Security, Jefferson; Missouri Univ., Kansas City. Div. for Continuing Education.

Pub Date Jun 67

Note—281p.

EDRS Price MF-\$1.25 HC-\$14.15

Descriptors—*Data, *Educational Programs, Employment, *Employment Counselors, *Employment Statistics, Interviews, Measurement Instruments, Opinions, *Professional Training. Volume Two of the Missouri Staff Development Project for Employment Security Personnel contains appendices. A total of 30 appendices are presented, including (1) opinionnaires, (2) opinionnaire data, (3) an attitude instrument response report, (4) follow-up forms, (5) employer interview data, (6) trainee information, (7) training session programs, (8) final program evaluation forms, and (9) an analysis and summary of follow-up program evaluation interview data. (See CG 004 550) (Author/KJ)

ED 034 234

CG 004 583

Annas, Philip A. And Others.

Proceedings of the New England Guidance Conference.

New England Educational Assessment Project. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Nov 68

Note—125p.

EDRS Price MF-\$0.50 HC-\$6.35

Descriptors—Computers, *Conference Reports, *Elementary School Guidance, Guidance Services, *Information Systems, *Occupational Guidance, Occupational Information, *Pupil Personnel Services, Vocational Counseling.

These conferences grew out of the decision of the Guidance Study Committee of the New England Educational Assessment Project that (1) vocational guidance information systems and (2) the emerging role of guidance in the schools would be two themes for worthwhile discussion which could bring together representatives of the educational community-state and local-whose responsibilities directly affect guidance services to students. Among the papers presented under the first topic are (1) "Overview to Use of Computers" by Jesse Richardson, (2) "An Overview of Vocational Guidance Information Systems" by Robert Campbell, (3) "Career Information for Today's Youth" by Glen Pierson, and (4) "Information System for Vocational Decisions" by Allan B. Ellis. Papers presented in the second conference include: (1) "Elementary School Guidance" by George E. Hill, (2) "Relating Guidance Services to Pupil Personnel Services" by Henry Isaksen, (3) "The Elementary School Counselor's Role in the Total Guidance Effort" by Harold Cottingham. (KJ)

ED 034 235

CG 004 606

Campbell, Joel T. And Others.

Prediction of Job Performance for Negro and White Medical Technicians. A Regression Analysis of Potential Test Bias: Predicting Job Knowledge Scores from an Aptitude Battery.

Civil Service Commission, Washington, D.C.; Educational Testing Service, Princeton, N.J. Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Apr 69

Note—16p.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—*Aptitude Tests, Caucasians, Cultural Factors, Employment Qualifications, Ethnic Groups, Job Skills, Minority Groups,

Negroes, *Performance Criteria, *Prediction, Predictive Validity, Testing Problems, *Test Validity

An aptitude battery was validated against a Job Knowledge Test to determine if aptitude tests are culturally biased when used to predict occupational success. 287 white and 168 Negro Medical Technicians completed an eight test experimental aptitude battery and a Job Knowledge Test developed as a criterion measure of job performance. Linear regression analysis was used to detect the potential bias. All the aptitude tests were found to be culturally biased, but seven of them displayed bias in the direction opposite to that expected. For any predictor score on the seven tests, white technicians were likely to score better on the Job Knowledge Test than did Negroes with the same score. Consequently the bias was against the whites in that they performed better on the criterion for any given predictor score. To the investigators' knowledge there is no hypothesis or theory to explain the phenomenon of reverse unfairness which they have encountered. (RM)

ED 034 236

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CG 004 612

Gold, David. And Others.

High School Characteristics and Educational Opportunity: A Contextual and Career Analysis. Final Report.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-I-036

Pub Date Sep 68

Grant—OEG-I-07-0036-3880

Note—70p.

EDRS Price MF-\$0.50 HC-\$3.60

Descriptors—*Academic Ability, *Academic Aspiration, *College Admission, College Students, Grades (Scholastic), High School Students, Neighborhood, *Neighborhood Schools, *Socioeconomic Influences, Socioeconomic Status, Test Results.

This study of all high school graduates of June, 1966, in San Diego, California, supports the conclusion that college entry is affected by the socioeconomic contexts of students' neighborhoods and schools through the intervening influence upon manifest ability, as indicated by I.Q. scores and grade point averages, and upon college aspirations. Contrary to initial expectations, it was found that the association between neighborhood and school socio-economic contexts and college entrance tended to disappear when controlled on indices of ability and aspiration. In other words, these data indicate that with equal manifest ability and aspiration indications, rates of college entry tend to be more or less equal among those from differing socio-economic contexts. However, these data also indicate that differing socio-economic contexts are associated with differing distributions on ability manifestations and college aspirations, which in turn is associated with differing rates of college entry. (Author)

ED 034 237

CG 004 624

Feshbach, Seymour. And Others.

A Training, Demonstration and Research Program for the Remediation of Learning Disorders in Culturally Disadvantaged Youth. (In 2 parts.) Final Report.

California Univ., Los Angeles. Dept. of Psychology.

Spons Agency—California State Dept. of Education, Sacramento. Office of Compensatory Education.

Pub Date 31 Aug 69

Note—174p.

EDRS Price MF-\$0.75 HC-\$8.80

Descriptors—*Academically Handicapped, Achievement, Achievement Gains, Behavior, Cognitive Processes, Cultural Disadvantage, *Disadvantaged Youth, Educational Research, Elementary School Students, Instructional Programs, Junior High School Students, *Learning Disabilities, Motivation, *Remedial Programs.

This project focuses on (a) the empirical findings regarding achievement, cognitive, motivational, and behavioral similarities and differences between the culturally disadvantaged and the more advantaged with learning disabilities, before and after remediation, as well as the changes which accrued from the remedial programs, and (b) discussion of the implications of these findings for some of the basic issues re-

levant to educating the disadvantaged and the educationally handicapped. The major findings may be summarized as indicating that, under appropriate conditions, the disadvantaged students: (a) learned and performed as effectively as their advantaged counterparts with learning disabilities, and (b) manifested similar basic attitudes concerning the value of education. Taken as a whole, the study is seen as providing evidence in support of the favorable consequences of integration for disadvantaged youngsters and of comprehensive compensatory education programs, as contrasted with piecemeal efforts. (Author/KJ)

ED 034 238

CG 004 625

Feshbach, Seymour. And Others.

A Training, Demonstration, and Research Program for the Remediation of Learning Disorders in Culturally Disadvantaged Youth. (In 2 parts.) Final Report.

California Univ., Los Angeles. Dept. of Psychology.

Spons Agency—California State Dept. of Education, Sacramento. Office of Compensatory Education.

Pub Date 31 Aug 69

Note—115p.

EDRS Price MF-\$0.50 HC-\$5.85

Descriptors—*Academically Handicapped, Culturally Disadvantaged, Demonstrations (Educational), *Disadvantaged Youth, Elementary School Students, Individualized Programs, In-service Teacher Education, Instructional Materials, *Junior High School Students, *Learning Disabilities, Program Design, *Remedial Instruction, Special Classes, Special Programs.

The stated goal of this project was to accomplish two broad objectives: (1) to give educators an opportunity to observe and work with culturally disadvantaged children with learning disabilities, and (2) to evaluate the impact of an individualized remedial program for these children. This report describes and discusses project-related activities and the implications which may be derived from these experiences and empirical findings, and constitutes a final statement on the first phase of the project. This first part presents the demonstration and training facets, which focuses on efforts to provide individualized instruction in special classroom settings and describes the next phase of the project which will incorporate demonstration, training and research activities directly in the general public school classrooms. Also included are appendices on creative writing, the student as teacher, videotape recorders and other programs utilizing closed circuit television. (Author/KJ)

ED 034 239

CG 004 640

Huckins, Robert L. And Others.

Audio Visual Materials for Pupil Personnel Services.

South Dakota State Dept. of Public Instruction, Pierre. Div. of Pupil Personnel Services.

Pub Date Jul 69

Note—17p.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—*Audiovisual Aids, *Bibliographies, *Education, *Films, *Filmstrips, Guidance, Pupil Personnel Services, Special Education.

This publication lists various types of visual aids including films, filmstrips, and programs. They are listed by the following areas: (1) education, (2) guidance-professional, (3) occupational, (4) personal-social, (5) special education, and (6) speech and hearing. A brief description of content is provided. Age level is sometimes mentioned. (KJ)

ED 034 240

CG 004 641

Sherr, Pauline. And Others.

Sources of Educational and Occupational Information.

South Dakota State Dept. of Public Instruction, Pierre. Div. of Pupil Personnel Services.

Pub Date 69

Note—42p.

EDRS Price MF-\$0.20 HC-\$2.20

Descriptors—*Bibliographies, *Instructional Materials, *Occupational Information, Reference Books, *Reference Materials, *Resource Materials.

This pamphlet provides the counselor with a current listing of sources of an occupational and educational nature. References are grouped according to subject area. Inquiries most frequently

received from counselors are the basis for selection of materials that would be valuable to them. Listings include: (1) scholarships, (2) junior college information, (3) commercial publications, and (4) free occupational information. In this last section, material is listed under job title. Approximately 140 job titles are included. (Author/KJ)

ED 034 241 CG 004 642

Kahn, Esther B. And Others
Talks to Teachers.

Bedford Public Schools, Mass. Center for the Study of Sex and Family Living Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 68

Note—92p.

EDRS Price MF-\$0.50 HC-\$4.70

Descriptors—Community Involvement, Drug Addiction, Educational Programs, *Family Life Education, *Inservice Programs, Inservice Teacher Education, *Learning Experience, *School Community Relationship, *Sex Education, Teacher Education

In August, 1967, the Bedford program for School and Community Participation in Sex and Family Living Education received a Title III grant to create a Center for the Study of Sex and Family Living Education. The center organized an inservice teacher education program for Bedford teachers grade one through twelve. The inservice teacher education program was designed to afford the participants both a cognitive and affective learning experience. This pamphlet includes the lectures that formed the basis of the inservice course. Included in these lectures are: (1) "Sex Education from an Anthropological-Historical Perspective", by Albert A. Kahn; (2) "An Approach to Sex Education: The Fit to be Tied Program", by Donald E. McLean; (3) "A Protestant Minister Views Sex and Family Life Education", by Boardman Kathman; (4) "A Catholic Priest Views Sex and Family Life Education", by John McCall; (5) "Biological Foundations of Human Reproduction", by Ellison Pierce; (6) "Narcotics, Drug Addiction and Sex", by David Myers; (7) "Smoking, Alcohol and Sex", by Henry Gurney; (8) "V.D. as Medical, Social and Sex Problems", by Nicholas Fiumara. The research reported herein was funded under Title III of the Elementary and Secondary Education Act. (Author/KJ)

ED 034 242 CG 004 643

Jones, G. Brian

Using Project TALENT to Improve Vocational Guidance.

American Institutes for Research, Washington, D.C.; American Vocational Association, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date 10 Dec 68

Grant—OEG-0-8-070109-3530-(085)

Note—11p; Paper presented at the American Vocational Association Convention, Dallas, Texas, December 10, 1968

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—*Career Choice, *Career Planning, *Guidance Programs, Individual Development, Industrial Education, Job Training, Needs, *Occupational Guidance, Project Applications, Research, *Vocational Counseling, Vocational Education

The problem of assisting students to consider vocational-educational opportunities is discussed. To meet the needs of prospective vocational education students, a guidance system must help them in educational and vocational planning; interest them in the exploration of training opportunities, and motivate them to seek information and pursue enrollment at the appropriate institutions. Since there are many negative attitudes (parents' and students') toward vocational education, it is recommended that parents become involved in the processes which are part of a vocational guidance system. Twelve possible components of a comprehensive vocational guidance system are outlined. It is stressed that in order to be comprehensive the system must complement the other activities of the educational program so that the total program attempts to meet all the needs of all the students. Examples which illustrate how the findings of Project TALENT can contribute to the improvement and development of a guidance system are also included. (Author/RM)

ED 034 243

You're the Tutor.

National Commission on Resources for Youth, Inc., New York, N.Y.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date 68

Note—67p.

EDRS Price MF-\$0.50 HC-\$3.45

Descriptors—Educational Games, *Educational Methods, *Instructional Materials, *Manuals, *Tutorial Programs, *Tutoring

The manual, "You're the Tutor" presents plans and ideas for youth tutoring youth. Full page black and white pictures are used throughout the booklet. Ideas to go along with the pictures are given in large print. Usually one idea is given per page. Techniques tutors can use such as drawing, picture use, games and gimmicks; puppets, trips, writing, and gadgets are explained, and specific examples given. (RM)

ED 034 244

Sampel, David D.

A Comparison of Negro and White Students Using the SCAT in Predicting College Grades.

Missouri Univ., Columbia.

Pub Date [69]

Note—9p.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—*Academic Achievement, *College Students, Cultural Differences, Females, *Grade Point Average, Grades (Scholastic), Intelligence Tests, Males, *Negro Students, Prediction, Standardized Tests

This study was designed to determine if the Cooperative School and College Ability Test (SCAT) can predict future college academic success of Negro college students with the same degree of accuracy as it does for white college students and to discover if the sex factor need be considered in making predictions. The sample consisted of 180 Negroes matched with whites on the basis of sex, college, and year in school. A correlation coefficient was computed between the SCAT total score and cumulative grade point average (GPA) and between the high school rank and GPA. The Negro means were significantly lower than the white means for each variable except high school rank. In the Negro female group coefficients were generated that are normally expected with college GPA. No correlation was evidenced in the Negro male group. It is hypothesized that sex is an important consideration when making academic predictions for college students. It is concluded that the SCAT Total does exhibit "cultural bias" and that it is inappropriate to make academic decisions concerning the Negro male student on the basis of his SCAT Total score. (RM)

ED 034 245

Which Summer Jobs are Interesting? These Are!

Neighborhood Youth Corps and Others Tried Them.

National Commission on Resources for Youth, Inc., New York, N.Y.

Spons Agency—Ford Foundation, New York, N.Y.; Manpower Administration (DOL), Washington, D.C.

Pub Date 69

Note—64p.

Available from—The National Commission on Resources for Youth, Inc., 36 West 44th Street, New York City, New York 10036 (No Price Is Quoted)

Document Not Available from EDRS.

Descriptors—*Adolescents, Community Involvement, Community Support, *Employment Opportunities, *Job Development, Job Market, Jobs, Job Satisfaction, Neighborhood, *Occupational Information, *Secondary School Students, Teenagers

This booklet provides examples of challenging jobs that have been done by kids, often Neighborhood Youth Corps enrollees. Jobs range from working with cops in Atlanta to helping the elderly in Chicago; from aiding emotionally disturbed children in Philadelphia to doing city wide surveys in Salinas, California. The jobs presented in this booklet were chosen not because they are the best necessarily, but because together they reveal the fascinating variety of jobs in which youth can excel. The booklet begins with a brief note on youth and the booklet itself. Some guidelines are presented for adults.

CG 004 645

Jobs are listed by types, including: (1) health, (2) recreation, (3) tutoring, (4) law enforcement and (5) tailoring jobs for the community. A contact for additional information on the jobs listed, is given. A brief description of ways to evaluate jobs is given at the end of the booklet. (Author/KJ)

ED 034 246

Youth Tutoring Youth. Final Report.

National Commission on Resources for Youth, Inc., New York, N.Y.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Report No—DOL-42-7-001-34

Pub Date 31 Jan 69

Note—92p.

EDRS Price MF-\$0.50 HC-\$4.70

Descriptors—*Cross Age Teaching, *Demonstration Projects, *Disadvantaged Youth, Educational Attitudes, Educational Experiments, Educational Methods, Federal Programs, Internship Programs, Learning Activities, Learning Experience, Learning Motivation, Public Schools, Reading Difficulty, Self Esteem, Socialization, *Tutorial Programs, *Tutoring, Youth, Youth Employment, Youth Programs

A new type of Neighborhood Youth Corps (NYC) job station was tested by the National Commission on Resources for Youth, Inc. The objective of this demonstration project was to explore the feasibility and value of establishing a "model" in-school NYC program whereby disadvantaged youth work as tutors for younger children. The program model, "Youth Tutoring Youth", put 14 and 15 year old underachievers to work in several schools in Philadelphia and Newark as tutors for elementary school children reading below grade level. Subjective evaluation of the program has shown that when underachieving youth are given work responsibility as tutors, both they and the tutees make progress in gaining the following: (1) a sense of work responsibility, (2) an appreciation of learning, (3) improved literary skills, and (4) motivation to work and stay in school. The success of the project resulted in the installation of the program in 15 other school districts. In addition to the formation of a new type of effective job station, the outcomes of the demonstration project include the development of multi-media materials and methods for enriching the enrollees' work experience and a strategy for spreading "Youth Tutoring Youth" to schools around the country. (Author/RM)

ED 034 247

Supervisor's Manual: Youth Tutoring Youth.

National Commission on Resources for Youth, Inc., New York, N.Y.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date 68

Note—77p.

EDRS Price MF-\$0.50 HC-\$3.95

Descriptors—*Community Involvement, *Disadvantaged Youth, Educationally Disadvantaged, Educational Programs, *Manuals, *Supervision, *Tutorial Programs, Tutoring

Youth Tutoring Youth is an after school (or summer) tutorial program in which 14 and 15 year old In-School Neighborhood Youth Corps enrollees earn money by helping younger children enjoy reading, writing and other skills of expression. The program involves community members as supervisors, aides, tutors and tutees. This manual is divided into two parts. The first part is concerned with the goals, organization, recruiting, data collection, funding, materials, training and testing, aspects of the program. These aspects are briefly described and form a basis for part two, which is comprised of resource chapters. Subjects covered are materials for tutoring, recruitment, role playing, workshops, remediation, testing, and commercial materials. Specific suggestions and materials are given for each of the above. (KJ)

ED 034 248

Liebert, Robert M. Fernandez, Luis E.

Vicarious Reward and Task Complexity as Determinants of Imitative Learning.

Fels Research Inst., Yellow Springs, Ohio.

Spons Agency—National Inst. of Child Health and Human Development, Bethesda, Md.

Pub Date 69

Note—9p.

EDRS Price MF-\$0.25 HC-\$0.55

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Descriptors—*Children, Education, Educational Experiments, *Learning, *Rewards, *Students, Task Analysis, *Task Performance

The effects of task complexity and vicarious reward upon children's ability to learn a substantial educational task through modeling were investigated. After observing a models performance, all subjects (elementary school students) were offered direct reward for matching responses. Accuracy of imitative learning was inversely related to task complexity and facilitated by the presence of vicarious reward. However, as predicted, vicarious reward had a significant effect only for subjects in the high complexity condition, and had negligible effects for subjects exposed to the low complexity task. These results are consistent with the hypothesis that vicarious and direct reward may operate additively, with the former serving primarily to enhance subjects attention to the relevant modeling cues. (Author)

ED 034 249 CG 004 657

Hollender, John
Parental and Personal Influences on the Development of Vocational Interests in Adolescence.

Southeastern Psychological Association, Knoxville, Tenn.

Pub Date 27 Feb 69

Note—14p.; Paper presented at the Southeastern Psychological Association Convention, New Orleans, Louisiana, February 27, 1969

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—*College Students, Family Attitudes, *Family Influence, Fathers, *Job Satisfaction, Males, Mother Attitudes, *Parent Influence, Students, *Vocational Development, Vocational Interests, Youth

Studies done by Roe, Steward, Steimel and Crites, on parental and personal influences on the development of vocational interests in adolescence are briefly explained. It was hypothesized that high father's job satisfaction, high mother evaluation of the father's work, and high son self-esteem would produce the greatest similarity between father and son vocational interests. Subjects were 33 male undergraduates. They completed the Strong Vocational Interest (SVIB) Blank and Biographical Data Form. The SVIB was sent to subjects' fathers, and additional questionnaires to both father and mother. The dependent variable was developed by comparing interest patterns of fathers and sons. The independent variables were ratings from the SVIB and a self-esteem score. The effects of the variables on degree of interest similarity were more complex than hypothesized. A father's satisfaction, mother's satisfaction and son's self esteem did influence high father-son similarity but always in combination with some other variable and never alone. Implications include correlations between the SVIB and identification degree of identification and personality type. (KJ)

ED 034 250 CG 004 658

Ommen, Jerome L.

The Relation of High School Backgrounds to Attitude Patterns and to Patterns of Attitude Change During the First Two College Years.

Saint Paul's Coll., Concordia, Mo.

Pub Date 69

Note—17p.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—*Attitudes, *Changing Attitudes, *College Freshmen, Group Dynamics, High School Organization, *High Schools, Males, Private Schools, Public Schools, *School Environment, Students

Attitudes, as measured by the College Student Questionnaire (CSQ), of the members of a college freshman class grouped according to high school backgrounds were studied. Various high school backgrounds, private and public were included. It was hypothesized that: (1) members of the four intraclass groups would have different attitude patterns as a result of their different high school backgrounds; (2) subgroup members who graduated from an all male boarding high school (Group One), because of a high degree of group identity, would change little, if at all, in their attitude patterns, and (3) members of the other subgroups would be different from the members of the Group One but would be influenced by them so that by the end of the study period at least some of the initial differences would have disappeared by the end of the study. None of the hypotheses were borne out by the data. The only significant t value obtained was a comparison between Group One's pre- and post-test mean

score on the Liberalism Scale of the SCQ, wherein the members of this group scored significantly higher after two years of college. Further research is indicated. (Author/KJ)

ED 034 251 CG 004 660

Karasick, Bernard W. Jewell, Donald O.

Validation of a Student Leadership Scale by Peer and Teacher Nomination Technique.

Georgia State Coll., Atlanta.; Purdue Univ., Lafayette, Ind.

Pub Date 69

Note—10p.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—Correlation, *Leadership, Leadership Qualities, Peer Groups, Predictive Validity, *Rating Scales, *Secondary School Students, *Self Evaluation, Seniors, *Student Leadership, Teacher Rating

The validity of a self report leadership scale was examined to test the hypothesis that leaders can be identified by an efficient self-report scale and that they will also be so perceived by their superiors and peers. An 11 item self report instrument was designed and a unit weight system and a differential weight system were employed to weight the items. High school seniors (73) completed the instrument and a biographical data questionnaire. These students and five teachers also submitted the names of seniors whom they regarded as possessing strong leadership characteristics. The findings include the following: (1) there were significant inter-correlations between the self-report scores, peer nominations and teacher nominations; (2) there was no significant difference between the two weighting systems ability to predict peer and teacher nominations, but in a second study the differentially weighted system demonstrated greater predictability; and (3) there was a correlation between leadership scale scores and an outside criteria of leadership—the biographical data items. The strong interrelationship between the three rating groups demonstrated impressive evidence of convergent validity for the leadership scale and possible explanations for the findings are presented. (RM)

ED 034 252 CG 004 664

Barnett, Vincent M., Jr.

Confrontation—Catalyst for Consensus.

Pub Date 28 Jul 69

Note—14p.; Speech delivered at convention of Association of College and University Housing Officers, Boston, Massachusetts, July 27-31, 1969

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—*Activism, *Campuses, *Colleges, *College Students, Conflict, *Conflict Resolution, Power Structure, Student Attitudes, Student Behavior, Student Opinion, Student Reaction, Universities

The main question discussed in this paper is whether the confrontations which have been taking place on college campuses these past few years provide the basis for a new consensus which will enable all to move forward with confidence and a renewed sense of achievement. In discussing these confrontations, however, several fallacies need to be dispelled: fallacy 1, disruptions typically occur at big, impersonal universities; fallacy 2, only a small percentage of students are involved; and fallacy 3, the Viet Nam war and the draft are basic causes of student unrest. The author feels that student radicals do not really wish to escape from authority, but rather that they badly need some authority which can be respected and in which they can place confidence. Young people also have a short time horizon, both looking backward and looking forward. They have a sense of urgency for the immediate as well as a growing disbelief in progress, or a growing disbelief in the gradual nature of progress. What is required from adults is neither indignant repression nor disgusted withdrawal, but constructive and patient efforts to respond on the campuses to the legitimate criticisms and to help restore an atmosphere in which there can be a more fully shared responsibility for the changes that need to be made. (KJ)

ED 034 253 CG 004 669

Wells, Harold C.

Achievement Motivation. An Idea in Motion Publication of the Consortium of Advanced Educational Thinking.

Wayne County Intermediate School District, Detroit, Mich.

Pub Date 69

Grant—OEG-3-7-002429-1621

Note—21p.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—*Achievement Need, Classroom Environment, *Failure Factors, Individual Characteristics, Measurement, *Motivation, *Personality, *Success Factors

This pamphlet is concerned with achievement motivation. Motives refers to a fairly stable set of personality characteristics which constitute a disposition to strive for certain kinds of satisfaction. The achievement motive is the disposition to strive for success. Two other motives are discussed, affiliation and influence motives. Operant versus respondent motivation is discussed. Individuals who are achievement motivated as well as those who are failure oriented are discussed. The measurement of achievement motivation is presented with reference made to the work of Dr. David McClelland and others. McClelland's work is discussed in relation to the proposition that since motives are learned they can be modified. The last section of the pamphlet is concerned with achievement motivation in the classroom. The characteristics of an achievement motivation environment are presented. The concluding section is concerned with a brief description of the achieving society. The research reported herein was funded under Title III of the Elementary and Secondary Education Act. (KJ)

ED 034 254 CG 004 679

Thornburg, Hershel D.

Sex Education in the Public Schools.

Arizona Education Association, Phoenix.

Pub Date May 69

Note—43p.

Available from—Copies are available from Arizona Education Association, 2102 West Indian School Road, Phoenix, Arizona 85015, at no charge

EDRS Price MF-\$0.25 HC-\$2.25

Descriptors—Administrative Problems, Community Involvement, *Curriculum Development, Educational Programs, *Family Life Education, Learning Experience, Program Evaluation, *School Community Relationship, *Sex Education, Student Needs, Youth Problems

The articles contained in this pamphlet are presented to give educators and interested parents a frame of reference toward an important new curriculum area, family life and sex education. Sex education must be looked at from a multi-dimensional approach. Chapter One centers on the building of objectives for a program in sex education. These objectives are formulated partially by student need. Chapter Two discusses the sources from which youth typically obtain their information about sex. Chapter Three is concerned with the various administrative problems in considering and implementing a program in family life and sex education. Chapter Four revolves around evaluating school programs in family life and sex education. The final chapter pleads that new emphasis be placed on vital, life problems among youth and calls for cooperative interactions between school and community. (Author)

ED 034 255 CG 004 682

Imes, Suzanne

A Look at Coeducational Housing in Institutions of Higher Learning in the United States.

Syracuse Univ., N.Y. School of Education.

Pub Date 30 Dec 66

Note—37p.

EDRS Price MF-\$0.25 HC-\$1.95

Descriptors—*Coeducation, *College Housing, College Students, Creative Activities, *Dormitories, Educational Innovation, Housing, *Housing Opportunities, Residential Centers, *Residential Programs, Resident Students, Social Change

The purpose of this paper is to look at the variety of coeducational housing which presently exists at 10 colleges and universities in the United States. Each of the 10 colleges is discussed individually, the physical arrangement explained and regulations and response to the program discussed. Advantages mentioned for coeducational housing include: (1) more effective use of space, (2) provision of a natural setting which encourages interaction between men and women on a casual basis leading to better mutual understanding, (3) improved social behavior, and (4) the development of a greater variety of creative programs. Disadvantages mentioned are: (1)

making the residence functional after hours, (2) lessening leadership opportunities for women, (3) coeducational staffing problems, and (4) problems concerning differential regulations. However, most of the disadvantages can be overcome through careful planning. Coeducational housing appears to be an exciting addition to American education. (KJ)

ED 034 256 CG 004 685

Proceedings of the 1968 Invitational Conference on Testing Problems.

Educational Testing Service, Princeton, N.J.

Pub Date 69

Note—141p.

Available from—Order from Educational Testing Service, Princeton, New Jersey (no price given)

Document Not Available from EDRS.

Descriptors—Conferences, *Cost Effectiveness, Data Collection, Educational Facilities, Educational Testing, Employment, Evaluation, Evaluative Thinking, *Instruction, *Program Evaluation, *Testing Problems

The Invitational Conference on Testing Problems has been a major convocation among the various annual meetings of those who are concerned with educational measurement. The first paper by Richard Anderson deals with the evaluation of a small part of an instructional program and deals with it in an experimental fashion. The presentation by Ethna Reid focuses on some of the problems and issues involved in evaluating a large Title III Center. Bertram B. Masia and P. David Mitchell discuss the variables and data sources in evaluating a large national program. J. Alan Thomas discusses some of the problems and theories involved in doing a cost-benefit analysis of a school system. Edmund Gordon's presentation sets forth some of the educational variables which affect instruction but which are not contained within the school system when we consider the school as "its own little universe." Albert Maslow presents some special problems and variables in the employment of the so called disadvantaged. (Author/KJ)

ED 034 257 CG 004 687

Hanson, Harlan P.

1968-70 Advanced Placement Course Descriptions.

College Entrance Examination Board, New York, N.Y.

Pub Date 68

Note—191p.

Available from—Order from College Entrance Examination Board, Publications Order Office, Box 592, Princeton, New Jersey 08540. Price is \$2.50 per copy; 20% discount on orders of five or more. 0.50 per copy of separate subject leaflets

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—Advanced Placement, *Advanced Placement Programs, Advanced Students, College Admission, College Cooperation, College Credits, *College High School Cooperation, College Preparation, *Course Descriptions, Course Evaluation, *Course Objectives, Course Organization, Secondary School Students, *Testing Programs, Test Results

Advanced Placement serves the interests of three groups: (1) high school students capable of pursuing college-level studies, (2) secondary schools that desire to offer these students the opportunity of working at an advanced level, and (3) colleges that wish to encourage and recognize such achievement. Professional consensus on the form that these college-level studies can most usefully take is therefore basic to the program. This consensus, maintained and reviewed by the committees of examiners, is stated as the course description for each of the 11 fields of study presently included in the program: American history, biology, chemistry, English, European history, French, German, Latin, mathematics, physics, and Spanish. The examining committees of school and college teachers that prepare the course descriptions have allowed for differences in the patterns of study that may be developed by participating schools. Each description contains basic concepts in the course, the basic course approach, the level of quality, examination, and answers. (Author/KJ)

ED 034 258 CG 004 688

College Advanced Placement Policies, 1969.

College Entrance Examination Board, New York, N.Y.

Pub Date 69

Note—78p.

Available from—College Entrance Examination Board, Publications Order Office, Box 592, Princeton, New Jersey 08540 (\$1.00 per copy).

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Advanced Placement, *Advanced Placement Programs, *Advanced Students, College Admission, College Cooperation, College Credits, *College High School Cooperation, College Preparation, Course Evaluation, Secondary School Students, *Testing Programs, *Test Results

The Advanced Placement Program of the College Entrance Examination Board provides a practical way for schools and colleges to create and use common definitions of college level courses, which, when completed in secondary school, prepare students for advanced study at college. The examinations are graded according to the following scale: 5 - extremely well qualified; 4 - well qualified; 3 - qualified; 2 - possibly qualified; 1 - no recommendation. This booklet offers a list of colleges with rough outlines of their advanced placement policies and the names of those officials to whom more detailed inquiries may be sent. The colleges and universities are arranged alphabetically according to their full names. At the end of the booklet there is a listing of the colleges according to their geographical locations. (KJ)

ED 034 259 CG 004 691

Rock, Donald A. Evans, Franklin R.

Aptitude and Rating Factors of Negroes and Whites.

Pub Date [69]

Note—12p.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—Ability, Aptitude Tests, Caucasians, Employment Level, Employment Patterns, *Factor Analysis, *Negro Employment, Negroes, *Personnel Evaluation, *Supervisors, Supervisory Activities, *Task Performance, Tests, Work Attitudes

This paper reports the results of three sets of factor analyses. The purpose of these investigations was to determine whether, among the aptitude tests: (1) there appeared to be different aptitude patterns for Negroes and whites, (2) whether the configuration or pattern of the ratings received by Negroes and whites were related in the same way to the aptitude tests, and (3) whether the Negro and white raters reacted in different fashions to Negro and white medical technicians. The results include: (1) the patterns are more similar than they are different, but there are enough differences in the factor patterns to warrant further study; (2) there seems to be little overlap between the abilities measured by the aptitude tests and supervisors' and co-workers' evaluations of job performance for either race; (3) evaluation by Negro supervisors of Negro technicians reflects the same abilities measures by the Aptitude and Job Knowledge Tests. Evaluation by white supervisors of white technicians reflects the Job Knowledge test to some extent and some small influence by the abilities measured by the Aptitude tests. (Author/KJ)

ED 034 260 CG 004 692

Pike, Lewis W. Mahoney, Margaret H.

Cross-Ethnic Cross Validation of Aptitude Batteries.

Pub Date [69]

Note—9p.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—*Aptitude Tests, Caucasians, Correlation, Culture Free Tests, *Ethnic Groups, Minority Groups, Negroes, Performance Criteria, Predictive Ability (Testing), Testing, *Test Validity

How well an aptitude test battery predicts rated job performance for Negroes and whites, and how well a battery selected for one group predicts performance for the other, is examined. Supervisory ratings were used as the criterion of job performance. Tests selected to predict performance in the job of Medical Laboratory technicians were validated separately by ethnic groups. Multiple correlation coefficients between the test battery and each of nine rating scales were computed and the resulting test batteries were cross validated, across ethnic group. Valid-

ty coefficients were generally higher for Negroes than for whites, and there were consistently higher validities for Negroes on paper and pencil tests assumed to be "culture bound" but higher validities for whites on tests assumed to be "culture free." On all nine rating scales, multiple correlations were greater for the Negro sample than for the white. The cross ethnic, cross validation indicated that a battery selected for a white sample would be generally valid for Negroes but the converse was less true. It was concluded that in some instances paper and pencil tests are as valid for Negroes as for whites even when weighted on a predominately white population. (Author/RM)

ED 034 261 CG 004 693

1969-70 Admissions Schedules of College Board Member Colleges.

College Entrance Examination Board, New York, N.Y.

Pub Date 69

Note—80p.

Available from—College Entrance Examination Board, Publications Order Office, Box 592, Princeton, New Jersey 08540 (The price is \$1.00 per copy)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—*College Admission, *College Entrance Examinations, *College Students, *Financial Support, Information Services, *Testing Programs

This book is a summary of the basic admissions procedures and test requirements of member colleges of the College Entrance Examination Board. It is intended for students who are seeking admission in 1970. For each member college, information is summarized in six major categories: (1) required tests, (2) required test dates, (3) closing dates for candidates applications, (4) notification of candidates by institution, (5) financial statement requirement, and (6) candidate's reply requirement. A brief explanation of the candidates reply date agreement and the early decision plan agreement are given. (Author/KJ)

ED 034 262 CG 004 694

Sasnett, Martena

Financial Planning for Study in the United States: A Guide for Students from Other Countries.

College Entrance Examination Board, New York, N.Y.

Pub Date 67

Note—52p.

Available from—College Entrance Examination Board, Publications Order Office, Box 592, Princeton, New Jersey, 08540. (Single copies are free, quantity copies are 0.10 (10¢) each.)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—College Housing, College Language Programs, College Planning, *Educational Finance, *Financial Needs, Financial Services, *Financial Support, *Foreign Students, Grants, *Scholarship Funds, Scholarship Loans, Scholarships

This booklet is written especially for students who are considering leaving their home countries to enter a college or university in the United States for a period of study. Its purpose is to provide these students with information about the costs of study in the United States, what responsibilities they will be expected to assume in meeting these costs, what help may be available from other sources, and how they should plan for the financial aspect of their visit to the United States. Included is information on the following: (1) application and testing fees, (2) travel, (3) tuition, (4) housing, (5) expenses for married students and their dependents, (6) medical services and health insurance, (7) clothing, (8) orientation and English language programs, (9) sightseeing, (10) owning and operating a motor vehicle, (11) kinds of financial aid available to foreign students, (12) grants from the students own government, (13) awards from the United States government, (14) the African-American Institute, (15) various foreign association scholarships, and (16) emergencies and other considerations. (Author/KJ)

ED 034 263 CG 004 696

Diamant, Louis

Premarital Sexual Behavior, Attitudes, and Emotional Adjustment.

Pub Date 69

Note—12p.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—*Adjustment Problems, *College Students, *Emotional Maladjustment, Emotional Problems, *Permissive Environment, *Sexuality

Opinions vary as to whether the current "sexual revolution" with its acceptance of sexual permissiveness does or does not contribute to emotional maladjustment. In the fact of conflicting views this study was designed to test for the existence of a relationship between premarital sexual intercourse and emotional adjustment. The Minnesota Multiphasic Personality Inventory, the Attitude Scale on Sexual Permissiveness and a Sexual Behavior Questionnaire were administered to 116 male and female college students. No relationship was found between adjustment and premarital sexual intercourse for either male or female subjects nor was any relationship found between the numbers of partners and adjustment. The possible relationship in males between dissonant context as reflected in low scores on attitude scales on sexual permissiveness and adjustment was also investigated. As hypothesized low permissiveness scores were related to maladjustment in males. (Author/KJ)

ED 034 264 CG 004 698

Kingsley, G. Gordon, Ed.
The General College Studies.
Minnesota Univ., Minneapolis. General College.
Pub Date 69
Note—27p.

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors—*Academic Achievement, Achievement, *Career Choice, Collegefreshmen, College Students, Counseling, Motivation, Research, Student Characteristics, *Student Employment, *Student Personnel Services, Student Research, Students

Despite many changes, some elements of contemporary student populations undoubtedly remain constant. To identify these stable factors and to project inferences from one year's student body to another year's is the purpose of much research in the counseling and student personnel area. During the year 1967-68, the Student Personnel Division of the General College of the University of Minnesota made a concerted effort to study one year's General College population from various points of view. Some of the results of that effort are reported. Though the reports given here are separately titled and attributed to individual authors, they might well be described as one study with several co-authors. Using a common data pool, Student Personnel Office researchers attempted an in-depth analysis of the 1966-67 freshman class. Thomas Hedin studied the relationship between counseling and student motivation; Sander Latts investigated the correlation between achievement and student choice of major; William Packwood analyzed the relationship between student motivation and academic achievement; and Barry Weinhold attempted to isolate the impact of outside employment on student achievement. (Author/KJ)

ED 034 265 CG 004 715

Cole, Nancy S.
Differential Validity in the ACT Tests.
American Coll. Testing Program, Iowa City,
Iowa. Research and Development Div.
Pub Date Aug 69
Note—14p.

Available from—Photocopies and 35 m.m. microfilm are available from National Auxiliary Publications Service of the American Society for Information Sciences, 22 W. 34th St., New York, New York 10001. Printed copies from American College Testing Program, Research & Development, Iowa City, Iowa (No price given)

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—Ability Identification, *Academic Ability, Academic Aptitude, Colleges, Grade Point Average, Grades (Scholastic), Intellectual Disciplines, *Measurement Instruments, Prediction, Student Evaluation, *Test Results, *Test Validity, *Validity

Identifiers—American College Tests

The differential validity of subject area tests of academic ability is investigated. Principal components analyses of test scores, high school grades, and college grades in English math, social studies, and natural sciences show a dominant general ability dimension and a consistent configuration of subject areas on second and third dimensions. Data from approximately 250 colleges yield correlations of subject area college

grades with subject area test scores on the American College Tests (ACT) and high school grades. A criterion of differential validity is proposed and calculated for the ACT tests and high school grades in predicting college grades. The moderate differential validity found is interpreted in terms of the first analysis. The modest differential validity in the ACT tests and minute amount in high school grades indicate that neither general tests of academic ability nor grades are ideally suited for efficient classification of students into one of several subject area curricula. (Author/KJ)

ED 034 266 CG 004 722

Troll, Lillian E.
Approval of Spouse in Middle Age.
Merrill Palmer Inst., Detroit, Mich.
Spons Agency—Public Health Service (DHEW),
Washington, D.C.
Report No—MH08062
Pub Date 5 Mar 69
Grant—MH08062
Note—7p.

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—Family Life, Family Relationship, *Family Structure, Fathers, *Marital Instability, *Marriage, *Middle Aged, Mothers, *Negative Attitudes, Parents

A strongly positive opinion of spouse in middle age tends to be associated with social conformity and family integration. Mutually approving couples were more often politically moderate, homogenous in religious background, and had more interpersonal power than their children. They also had more highly integrated family structures with low conflict and less maternal employment. Members of approving couples were no more like each other in personality than those who expressed no approval. Of 20 personality traits assessed, approval seemed related to "Conventional moralism" and "Stereotyped sex-role behavior." (Author)

ED 034 267 CG 004 725

Rachman, Arnold William
The Role of "Fathering" in Group Psychotherapy with Adolescent Delinquent Males.
American Group Psychotherapy Association,
New York, N.Y.
Pub Date Feb 69

Note—27p.; Presented at the American Group Psychotherapy Association convention, New York, New York, February 5-8, 1968

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Adolescents, Adults, Delinquency Causes, *Delinquent Rehabilitation, Delinquents, Family Attitudes, Family Influence, Family Structure, Fatherless Family, *Fathers, *Group Therapy, *Males, Negative Attitudes, Parent Role, Psychotherapy

The psychological role of the father in the life of an adolescent is crucial. Delinquent adolescent males have severe problems in the oedipal area. Most have had negative father-son relationships. The study group was composed of 25 boys who were on parole. Outpatient psychiatric treatment was a condition of their parole. Of the 25, 23 had fathers who fell into a negative father role. The group therapy approach used in this study was similar to the Relationship-Experiential Focus outlined by Scheidlinger. The group therapist needs to establish a therapeutic relationship where the positive attitudes of a father transference predominate. The three different phases of the group's existence are: (1) engaging their (individual) interest, (2) encountering a caring adult, and (3) leaving the group with the image of a positive experience with an adult. Potential group members are seen individually until they have begun to relate to the therapist. Then they are placed in the group. The most meaningful changes seen so far in this type of therapy are: (1) changes in the adolescent's perception and relationships toward adults, especially adult authority figures, (2) changes in behavior toward adults outside the group, and (3) a decrease in undetected delinquent activity. [Not available in hard copy due to marginal legibility of original document.] (KJ)

ED 034 268 CG 004 727

Warner, O. Ray
Pupil Personnel Services in the 50 States. A Comprehensive Study.
George Washington Univ., Washington, D.C.
Pub Date 69

Note—114p.

Available from—Chronicle Guidance Publications Inc., Moravia, New York

Document Not Available from EDRS.

Descriptors—*Counseling, *Guidance Services, *Pupil Personnel Services, *State Departments of Education, Student Personnel Programs, Student Personnel Work, *Surveys, Vocational Counseling

The purpose of this study was to determine the administrative organization, supervisory functions, and objectives of state departments of education in the area of 10 specific objectives including: (1) determining the scope of guidance/pupil personnel services in each of the state departments, and (2) identifying the objectives of the state guidance/pupil personnel unit. Literature pertinent to the development, organization, functions and objectives of the state departments of education was reviewed and reported. The study includes each of the 50 state departments of education and covers the period from July 1, 1966, to June 30, 1967. Findings include listings of objectives, data concerning the organization and administration of pupil personnel services and State Guidance/Pupil Personnel functions. The study concludes with a listing of general conclusions and recommendations. (KJ)

ED 034 269 CG 004 729

Janssen, Calvin
A Study of Bilingualism and Creativity. Final Report.
American Personnel and Guidance Association,
Washington, D.C.; Texas Womens Univ.,
Denton.
Pub Date Mar 69

Note—9p.; Paper presented at American Personnel and Guidance Association convention, Las Vegas, Nevada, March 30-April 3, 1969

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—*Anglo Americans, Bilingualism, *Bilingual Students, *Creative Development, Creativity, Creativity Research, High School Students, Intelligence Factors, *Originality, *Test Results

The problem of this research design was to determine the effect of the degree of bilingualism upon creative acts in 10th grade high school students who are Anglo-oriented as compared with bilinguals who are non Anglo-oriented. A total 600 bilingual students, 300 from each of two high schools in Laredo School District (Spanish usage reinforced) and Corpus Christi (Spanish usage discouraged) were administered the Torrance Creativity Tests (TCT) and the Hoffman Bilingual Scale (HBS). The 87 students from Laredo who scored the highest on the HBS and the 87 who scored the lowest on the HBS from Corpus Christi were analyzed. Results indicate: (1) bilingual students from Anglo oriented homes were no more original, on a figurative originality test, than those from non Anglo oriented homes, (2) those from Anglo oriented homes were more elaborate on a figure elaboration test than those from non Anglo oriented homes, (3) there was no significant relationship between Laredo students (non-Anglo-oriented) intelligence score and performance on the creativity test. In general, the Anglo oriented bilingual student reflects a greater ability to carry out or embellish creative ideas than the non Anglo oriented student. (Author/KJ)

ED 034 270 CG 004 747

Reppucci, N. Dickon
Individual Differences in the Consideration of Information Among Two Year Old Children.
Harvard Univ., Cambridge, Mass.; National Inst. of Mental Health (DHEW), Bethesda, Md.; Yale Univ., New Haven, Conn.
Pub Date 69

Note—16p.
EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—*Behavior Patterns, *Childhood Interests, Children, Games, *Individual Differences, *Response Mode, *Toys

One central aspect of children's behavior in play and in situations of response uncertainty may involve the degree to which the child considers available information and forms a plan to guide behavior. Twenty-five boys and 25 girls, aged 27 months, were observed in a 30-minute free play session in which mobility and time spent in sustained involvement with toys were coded. In addition, the response times on an embedded figures task and on a two-choice discrimination task which induced conflict were obtained.

Sustained involvement with toys was positively related to response times in conflict situations and negatively related to motor activity. (Author)

ED 034 271 CG 004 752

Kaats, Gilbert R.

An Approach to Attitude Assessment in a Military Setting.

American Psychological Association, Washington, D.C.

Pub Date Aug 69

Note—Sp.; Speech delivered at American Psychological Association convention, Washington, D. C., August 31-September 4, 1969

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—*Abstraction Levels, *Attitudes, Beliefs, College Students, *Concept Formation, *Military Personnel, *Motivation, Student Attitudes, Student Development, Values

A method is presented which provides for increased subject involvement in the research design along with greater protection of the subjects' rights of privacy. An experimental analysis revealed that with increased motivation subjects took longer to complete the questionnaire; obtained higher, and less socially desirable, Dogmatism scores; and were less likely to manifest a response style which was found to be a function of answer sheet configuration. However, even with increased motivation, experimenter effects were found to produce a significant bias. Implications for attitude assessment research in the military are discussed. (Author)

ED 034 272 CG 004 754

Rovin, Ronald And Others

A Marathon Counseling Session for Parents of Underachieving High School Students.

Wheeling Public Schools, W. Va.

Pub Date 69

Note—11p.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—Anxiety, *Behavior Change, Counseling Programs, *Group Counseling, *Group Dynamics, *High School Students, Hostility, Parent Child Relationship, *Parent Counseling, Parents, Underachievers, Video Tape Recordings

Three couples, parents of underachieving high school students, and three counselors participated in a fifteen hour marathon counseling session. This session followed a year of weekly group counseling meetings of 1-1/2 hours duration. The marathon session was video-taped and the results were examined by the counselors. Six stages of group development were identified: (1) initial anxiety, (2) hostility directed towards counselors and others in the group, (3) commitment to a purpose, (4) return to surface level topics, (5) basic encounters and group catharsis, and (6) separation anxiety. The evaluation of the session by the participants indicated that the experience was an emotionally intense one for each of them, and some of the members reported behavioral pattern changes in themselves or their spouses. The research reported herein was funded under Title III of the Elementary and Secondary Education Act. (Author)

ED 034 273 24 CG 004 759

Jensen, Larry C. Anderson, D. Chris

Effects of Specific Environmental Stimuli on Forgetting. Final Report.

Brigham Young Univ., Provo, Utah.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-H-017

Pub Date Jul 69

Grant—OEG-8-080017-2007(507)

Note—84p.

EDRS Price MF-\$0.50 HC-\$4.30

Descriptors—Classroom Materials, *Connected Discourse, *Context Clues, Educational Research, *Inhibition, Instruction, *Learning Theories, Recall (Psychological), Retention, *Retention Studies

In order to assess the effects of ambient contextual stimuli on retention, retro and proactive interference (RI and PI) seventeen experiments were conducted. In the retention experiments, the recall session was located in a context unlike the room used during original learning for one half of the subjects. In the inhibition experiments contextual changes were made between the usual three sessions of the RI and PI designs for the experimental groups. Retention decrements followed

contextual changes when nonsense materials were used, but not when connected discourse or classroom materials were employed. When the second session (IL) in an RI experiment was located in a different context, improved retention resulted. In one PI experiment, a contextual effect was produced when session one (PL) was located in a different context but most of the PI experiments did not produce interference when connected discourse or classroom materials were employed. (Author)

ED 034 274 CG 004 766

Propper, Martin M. Clark, Edward T.

Alienation Syndrome Among Affluent Adolescent Underachievers.

Great Neck Public Schools, N.Y.; Saint Johns Univ., Jamaica, N.Y.

Pub Date [69]

Note—17p.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—Ability, Academic Achievement, *Adolescents, *Anxiety, Gifted, *High Achievers, *Low Achievers, Males, *Student Alienation, Upper Class

Dimensions of David's alienation syndrome (pessimism, distrust, anxiety, egocentricity and resentment) significantly dichotomized High and Low Academic Achievers among both Bright and Superior Mental Ability groups of upper middle class male adolescents. Five independent projective and objective measures of the alienation syndrome were employed and all intercorrelations among the tests were significant ($P < .01$). The results also indicated that identical levels of academic achievement, irrespective of IQ level, revealed the same amount of the alienation syndrome. One may infer that these alienation traits are seriously interfering with the effective societal use of the low academic achievers' intellectual resources. (Author)

ED 034 275 CG 004 781

Waterman, Alan S. Waterman, Caroline K.

The Relationship Between Ego Identity Status and Satisfaction with College.

State Univ. of New York, Albany.

Spons Agency—Rensselaer Polytechnic Inst., Troy, N.Y.

Pub Date [69]

Note—18p.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—*Attitudes, College Students, Educational Attitudes, Educational Problems, *Identification (Psychological), *Occupational Choice, Problems, Student Attitudes, *Student Characteristics, *Student Problems, Student Reaction, Student Research

Two studies were conducted to investigate the relationship between Erikson's concept of ego identity and student's attitudes toward college. The results of Study 1 indicated that students who were in the process of going through an identity crisis over occupational choice had the least favorable evaluations of their education, while students who had never experienced a crisis but were, nevertheless, committed to a vocational goal, held the most favorable attitudes. Study 2 demonstrated that students who when through crisis over choice of major field while in college, showed more negative attitudes than did students not experiencing a crisis during their college years. These findings suggest that the association of crisis with college is an important factor in student dissatisfaction. (Author)

ED 034 276 CG 004 789

Evans, Judith T. Rosenthal, Robert

Interpersonal Self-Fulfilling Prophecies: Further Extrapolations from the Laboratory to the Classroom.

Harvard Univ., Cambridge, Mass.

Spons Agency—National Science Foundation, Washington, D.C. Div. of Social Sciences.

Pub Date [69]

Note—9p.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—Children, *Elementary School Students, Elementary School Teachers, Females, *Intelligence Factors, *Learning, Males, *Teacher Attitudes, Teacher Behavior, Teacher Influence, *Verbal Ability

Research on interpersonal self-fulfilling prophecies has recently turned to an examination of the effects of teachers' expectation on their pupils' learning. Only two of the earlier studies, however, employed as subjects an entire elementary school

population. The present replication found that those boys of whom teachers had been led to expect unusual intellectual gains, showed significantly greater gains in reasoning IQ than did the boys of the control group while for girls the results were significantly reversed ($p < .003$). Analysis of the results of four studies suggested that, in general, reasoning IQ may be more susceptible than verbal IQ to the effects of teacher expectation. Possible explanations are discussed. (Author)

ED 034 277 CG 004 808

McGowan, Barbara Liu, Phyllis Y. H.

Creativity and Mental Health of Self-Renewing Women.

California Univ., Los Angeles.

Pub Date [69]

Note—22p.

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—Adult Characteristics, *Creativity, Females, *Goal Orientation, Group Counseling, *Individual Characteristics, Mental Health, Mother Attitudes, *Mothers, Personality Theories, *Self Actualization

One hundred sixty-eight women, most of them mothers of about age 40, were tested on the 16 PF Questionnaire as part of a group counseling class to help them find new life goals. Scores revealed them to be highly intelligent and highly creative as compared to the standard for adult women. Factor direction suggests that self-renewing women as a group might be described as "self-sufficient extroverts." This contrasts with Cattell's findings which caused him to describe creative people as "self-sufficient introverts." Mental health scores were average in relation to the general population and above average in relation to other comparison groups of this report, therefore, it was concluded that self-renewing women function within a productive range of psychological health. (Author)

ED 034 278 24 CG 004 819

Paulson, F. Leon

A System for the Presentation of A Concept-Learning Problem to Fifth- and Sixth-Grade Children. Research and Development Memorandum No. 51.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0252

Pub Date Jul 69

Contract—OEC-6-10-078

Note—24p.

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—Children, *Cognitive Processes, *Concept Teaching, Elementary School Students, *Instructional Design, Learning Activities, Learning Difficulties, *Learning Theories, Manuals, *Teaching Methods

The purpose of this report is to describe a systematic method of presenting a concept-learning problem to grade school children. Each child is tested individually. He is introduced to the concepts of size, shape, color, number of forms, and color of border on 2 by 3 inch cards in a practice book. He is then acquainted with a classificatory rule. Subsequently, the child is shown a combination of two concepts and then of three. When he has responded correctly to these, he is presented with the concept-learning task which follows the practice problems. The concept-learning task has been very successful with fifth and sixth grade children for whom concepts of this kind are difficult. The conventions used in presenting this task may be modified to suit the requirements of a particular experiment. This system should prove useful in studies of learning in which the primary interest is the way the subject processes information during learning. (Author/KJ)

ED 034 279 24 CG 004 820

Neuman, Donald R.

Professional and Subprofessional Counselors Using Group Desensitization and Insight Procedures. Final Report.

San Diego State Coll., Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-1-061

Pub Date 30 Jun 69

Grant—OEG-9-8-081061-0127-(010)

Note—51p.

EDRS Price MF-\$0.25 HC-\$2.65

Descriptors—*Anxiety, Counselor Qualifications, Counselors, *Group Counseling, Group Dynamics, *Imagery, Measurement Instruments, *Professional Personnel, Students, *Subprofessionals, Tests

This study compared the effects of professional and subprofessional counselors using group insight and group desensitization techniques with high and low imagery arousal test anxious college students. Two professional and two subprofessional counselors met with groups of three students for five interviews to administer insight and desensitization treatments. Dependent variables included the S-R Inventory of Anxiousness, Test Anxiety Inventory, Observers' Checklist, Test Anxiety Rating Scale, Pulse Rate, Thayer-Deactivation Checklist, Therapists' Ratings, and Client Ratings. High and low imagery arousal subjects were categorized by degree of reported physiological anxiety when certain situations were imagined when administered the Imagery Arousal Inventory. The major conclusions of the study were: (1) Group desensitization methods caused a significantly greater decrease in mean change scores than group insight procedures. (2) Groups led by subprofessional counselors were in general as effective as groups led by professional counselors. (3) High imagery arousal subjects did not show a significantly greater decrease in change scores when compared with low imagery arousal subjects. (4) Experimental groups showed a significant decrease in mean change scores on all of the criterion measures when compared to control groups (Author)

ED 034 280 EA 002 468

The Report of the Governor's Study Commission on the Public School System of North Carolina.

North Carolina Governor's Study Commission on the Public School System, Raleigh.

Pub Date 68

Note—322p.

EDRS Price MF-\$1.25 HC-\$16.20

Descriptors—Advisory Committees, *Curriculum Development, Early Childhood Education, *Educational Finance, Educational Needs, Educational Objectives, *Educational Opportunities, Educational Research, Extended School Year, Instructional Materials, *Public School Systems, *School Organization, Special Services, State Legislation, Teacher Education, Teacher Recruitment, Teacher Salaries, Vocational Education

Identifiers—*North Carolina

This 1968 report synthesizes information obtained by the Governor's Study Commission on the Public School System of North Carolina, during their comprehensive 1-year study to determine the most suitable means for providing full educational opportunity for the children of North Carolina. Public hearings and research conducted by the commission, its professional staff, and nine citizen advisory committees, provide the basis for specific findings and recommendations concerning the following topics of educational concern: (1) curriculum development and improvement; (2) early childhood, vocational, and specific education; (3) educational materials; (4) educational research; (5) extended school year; (6) organizational structure; (7) teacher recruitment, utilization, compensation, and preparation; (8) auxiliary services; and (9) educational finance. The report summarizes key recommendations and priorities, and contains a chapter-by-chapter analysis of specific legislative action required to implement the commission's recommendations. (JH)

ED 034 281 EA 002 545

Paulston, Roland G.

Social Stratification, Power, and Educational Organization: The Peruvian Case.

Pub Date Jul 69

Note—28p.; Draft version of this paper was presented at the Interdisciplinary Conference on Power, Policy, and Education: Studies in Dev. (Albany, N.Y., Nov. 16, 1968)

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors—Bibliographies, Colonialism, *Culturally Disadvantaged, Educational Improvement, Field Studies, *International Education, *Minority Groups, Primary Education, Secondary Education, Social Class, *Social Mobility, Social Problems, Universal Education

Identifiers—*Peru

This report of a field study, conducted from 1966 to 1968, discusses the functional relationships between the class structure of Peruvian

society and the structure and content of the country's educational system. Four educational subsystems are closely tied to each of the four main social groups: Blancos (upper class, comprising 0.1% of the total population); Mestizos (middle class, 20.4%); Cholos (lower class, 22.8%); and Indians (marginal, 56.7%). Special attention is given to the mechanisms of internal domination and colonization, reflecting the influence of Lima as the country's power center and cultural, social, and financial metropolis. The growth and problems of Peruvian public education between 1958 and 1968 are discussed and an explanatory model is outlined that describes each of the four social groups in terms of their location in the country's social hierarchy, their physical location (whether urban or rural), the languages they speak, their occupations, the schools they usually attend, and their usual length of schooling. (JK)

ED 034 282 EA 002 550

Kindergarten Education in Public Schools, 1967-68.

National Education Association, Washington, D.C.

Report No.—RR-1969-R6

Pub Date 69

Note—56p.

Available from—Publication Sales Section, National Education Association, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (#435-13394, \$1.25, quantity discounts)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Admission Criteria, Average Daily Enrollment, Class Size, Curriculum Design, Educational Facilities, *Kindergarten, *Kindergarten Children, *National Surveys, Parent School Relationship, *Preschool Programs, *Preschool Teachers, Public Schools, School Calendars, School Funds, State Laws, Student Teacher Ratio, Student Transportation, Testing

This survey on the extent and nature of kindergarten education in the public schools is the last in a series of three NEA Research Division reports dealing with early childhood education. This study concerns status, major administrative plans, organizational patterns, curriculum experiences, and personnel provisions pertaining to kindergarten education in the public schools. It furnishes baseline data on enrollments, class size, numbers of teachers, admission ages, financial arrangements, teacher qualifications, and reporting to parents. The information answers many questions about kindergarten in the public schools and furnishes basic data for program planning and depth studies. (Author/DE)

ED 034 283 EA 002 569

Belanger, Laurence Kelly, Donald

The California PACE: Narrative Reports of Projects to Advance Creativity in Education Conducted by Local Educational Agencies in California, Under Title III of the Elementary and Secondary Education Act for the Period January 3, 1966, through June 30, 1968.

California State Dept. of Education, Sacramento.

Bureau of Program Planning and Development. Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Report No.—ESEA-Title-3

Pub Date 69

Note—397p.

EDRS Price MF-\$1.50 HC-\$7.60

Descriptors—Creativity, Demonstration Projects, Educational Improvement, Educational Objectives, *Educational Programs, *Experimental Programs, *Federal Programs, *Pilot Projects, State Programs

Identifiers—California, ESEA Title III, PACE,

*Projects to Advance Creativity in Education

This publication consists of descriptive reports of 183 projects funded by Title III of the Elementary and Secondary Education Act from 1966 to 1968, submitted by the directors of those projects conducted by local educational agencies in California. The reports are reproduced as submitted. The report for each project includes: designation of the local educational agency, name of the project director, title of project, designation of grant award number, type of project, amount of award, period of funding, target population to experience the benefits of the expenditures, objectives, activities, participation of persons broadly representative of the cultural and

educational resources of the area to be served, participation of students enrolled in nonprofit private schools, data to be obtained, and an indication of the extent to which the target population has accomplished the major objectives. (Author/DE)

ED 034 284

Fairley, Richard L. Krumbein, Gerald

A Guide to Federal Assistance Programs for Local School Systems.

Stanford Univ., Calif.

Pub Date Jun 69

Note—150p.

EDRS Price MF-\$0.75 HC-\$7.60

Descriptors—Adult Basic Education, Community Services, Construction Programs, Curriculum, Disadvantaged Youth, Educational Research, *Federal Aid, *Federal Programs, Food Service, Guidance, *Guides, Handicapped Children, Health Services, Library Acquisition, *School Systems, Staff Improvement, Student Needs, Vocational Education

This manual is written to provide an overview of the Federal programs which are available at the local level and to aid school administrators in locating particular Federal programs that will fulfill specific educational needs. The guide is designed for use as a tool in planning and programming a comprehensive educational program, rather than as a key to the solution of specific problems. The manual is organized according to the following problem or functional categories: adult education, community services, construction, curriculum and instruction, educationally disadvantaged students, food services, guidance and counseling, handicapped children, health services, library resources, research and development, staff training, student aid, and vocational education. Each program listed contains the program title, purpose, eligibility and procedure, information source, printed information available, authorizing legislation, and administering agency. (Author/MF)

ED 034 285

New Dimensions in School Nursing Leadership.

Proceedings of the Conference on New Dimensions in School Nursing Leadership Sponsored by the National Council for School Nurses, School Health Division of the AHA/PER (Washington, D.C., Aug. 3-5, 1968).

American Association for Health, Physical Education and Recreation, Washington, D.C.

Pub Date 69

Note—94p.

Available from—NEA Publications-Sales, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (\$2.00, quantity discounts)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Conference Reports, *Curriculum Development, Emotional Problems, *Health Education, Mental Health, Minority Groups, Paraprofessional School Personnel, Professional Recognition, *Resource Staff Role, *School Nurses, Staff Utilization, Urban Education

This report contains the proceedings of the first National Conference for School Nurses. The 68 school nurses who participated in the conference represented 38 States, U.S. Territories, and Canada. The following papers are included: "Purposes and Plan of the Conference," "Overview of School Nursing Today," "The School Nurse in Mental Health," "The Epidemiological Approach to School Nursing," "The Delaware School Health Study," "Urban Education—An Administrative Problem," "School Nurse Assistants," "Criteria for Staffing Patterns," "New Dimensions in Curriculum," "New Trends in the Health Curriculum," "The Nurse's Role in Health Education," "New Dimensions in Nursing and Nursing Education," "Leadership in a Period of Change," and "Summary and Challenge to the Conferees." (MF)

ED 034 286

Strobridge, Robert And Others

Curriculum Innovation in the Fields of History, Science, Music, and Art Within a Single Institute: And Curriculum Innovation, 1966-1967. Final Report.

Webster Coll., St. Louis, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-1754

Pub Date 16 Jun 69

Contract—OEC-3-7-061754-0196

Note—217p.

EDRS Price MF-\$1.00 HC Not Available from EDRS.

Descriptors—Biological Sciences, *Curriculum Development, *Curriculum Research, *Elementary Education, *Experimental Curriculum, Graphic Arts, History, *Instructional Innovation, Music, Newsletters

At Webster College, St. Louis, Missouri, the objective of the Webster Institute of Mathematics, Science, and the Arts (WIMSA) is to create curriculum materials for the lower schools in the fields of science, history, and music, and, concurrently, to devise a mode of teacher preparation aimed at producing teachers capable of handling such materials. In the curriculum materials for art and music, an attempt was made to clarify the relationship between physical objects and art form and music, to add to their appreciation. In science, new techniques were devised in developing genetic models and in the presentation of general subject matter by using the common household fly. The final report, in history, dwelt on better success in the presentation of history from an interpretive approach as opposed to the traditional chronicle presentation. This document also includes WIMSA newsletters, a final report on project expenditures, and a summary on some followup studies that were made after the project funding ended. [Not available in hard copy due to marginal legibility of original document.] (LN)

ED 034 287 24 **EA 002 585**
Undergraduate Research Training Program. Final Report.

Dakota Wesleyan Univ., Mitchell, S. Dak.
 Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2692

Pub Date 1 Apr 69

Grant—OEG-3-6-062692-1536

Note—11p.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—*Educational Research, Educational Researchers, Private Colleges, *Program Descriptions, Program Evaluation, *Research Methodology, Student Seminars, *Training, *Undergraduate Study

This report describes an undergraduate research training program for the academic years 1966-67 and 1967-68, completed by 17 students. As stated in the original application for a grant, the objectives of the program were as follows: (1) To introduce outstanding students to research procedures, (2) to create an appreciation of the role of research in education, (3) to stimulate faculty and students in research activities, and (4) to encourage exceptional undergraduates to pursue graduate education in preparation for a career in educational research. Criteria for candidate selection are presented. The training program is outlined, with a list of course titles and descriptions, credit hours, field trips, subjects presented, names of guest speakers, and materials used for instructional purposes. Based upon the evaluation by students, faculty, and administration, the program is considered successful. The majority of participants have gone on to graduate schools and were able to obtain graduate fellowships and scholarships. (MF)

ED 034 288 24 **EA 002 586**
Hallam, Kenneth J.

Towson Educational Research Training Program. Final Report.

Towson State Coll., Baltimore, Md.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2076

Pub Date Aug 67

Grant—OEG-1-6-062076-1368

Note—10p.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—*College Programs, Data Analysis, Data Collection, *Educational Research, *Educational Researchers, Measurement Techniques, Program Evaluation, Research Design, Research Problems, Research Projects, *Research Skills, *Training

The 1966-67 Towson Undergraduate Research Training Program consisted of: (1) three 4-credit hour courses in the basic concepts of measurement, experimental design, and data analysis; (2) a 4-credit hour course in the research literature of education; (3) a 6-credit hour research practicum in the summer session; and (4) a colloquium series, throughout the 12 months of the pro-

gram, in which invited experts discussed their research specialties. During the program the trainees: (1) acquired the ability to read, analyze, interpret, and evaluate educational research; (2) acquired the basic concepts and techniques necessary to initiate and conduct research projects in education; (3) acquired the prerequisite knowledge and skills appropriate to graduate work in educational research; and (4) designed, conducted, analyzed, and reported a research project. The Towson Program was restricted to 15 trainees. The academic year began September 15, 1966 and ended May 31, 1967. The summer portion of the program was from June 12 to July 28, 1967. (Author/DE)

ED 034 289 24 **EA 002 589**
Hill, Robert E., Jr.

Advanced Educational Research Institute. Final Report.

Ball State Univ., Muncie, Ind.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-1890

Pub Date 1 Nov 66

Grant—OEG-3-6-061890-0780

Note—24p.

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—*Educational Research, *Educational Researchers, Fellowships, *Institutes (Training Programs), Program Descriptions, Program Evaluation, *Research Design, *Research Methodology, Seminars, Statistics

This report describes and evaluates the Advanced Educational Research Institute held from June 20 through August 12, 1966. The primary objective of the institute was the further development and extension of the research competencies of the trainees. The 23 participants were primarily faculty members in institutions of higher education across the nation. Formal academic work consisted of graduate courses titled "Intermediate Statistics," "Advanced Research Methods and Experimental Design," and "Seminar in Research Methodology." During the last week of the institute, each participant submitted a refined statement of an individual research project. Material for evaluative judgments was obtained both from faculty discussions and trainees' opinions that were informally solicited while the institute was in progress and from faculty discussions and trainees' opinions formally solicited at the close of the institute. Included in the report are copies of application forms, publicity materials, and the budget. (MF)

ED 034 290 24 **EA 002 594**
Bloom, Benjamin S.

Cross-National Study of Educational Attainment: Stage I of the I.E.A. Investigation in Six Subject Areas. Final Report. Volume I.

Chicago Univ., Ill.; International Project for the Evaluation of Educational Achievement, Hamburg (West Germany).

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2527

Pub Date Feb 69

Grant—OEG-3-6-062527-2226

Note—386p.

EDRS Price MF-\$1.50 HC-\$19.40

Descriptors—*Academic Achievement, Civics, Cognitive Tests, Cross Cultural Studies, Data Processing, *Educational Research, *Elementary Education, English (Second Language), Evaluation Techniques, French, Interagency Cooperation, *International Education, Literature, Measurement Instruments, Questioning Techniques, Reading Comprehension, Science Education, *Secondary Education

Identifiers—Australia, Belgium, Chile, England, Federal Republic of Germany, Finland, France, IEA, India, *International Evaluation Educational Achievement, Iran, Italy, Japan, Netherlands, New Zealand, Poland, Scotland, Sweden, Thailand, United States

Twelve chapters describe an 18-nation study of educational attainment at the elementary and secondary school levels. Professional researchers participated in the project, developed through UNESCO and conducted under the auspices of educational research centers in Australia, Belgium, Chile, England, the Federal Republic of Germany, Finland, France, India, Iran, Italy, Japan, the Netherlands, New Zealand, Poland, Scotland, Sweden, Thailand, and the United States. Subjects of the chapters include: Testing of achieve-

ment in science; reading comprehension; literature; French as a second language; English as a second language; civic education; development of measuring instruments; hypotheses, sampling designs, and between country analyses; plans for data collection; processing procedures; and consequences of IEA studies on education research and policy decisions. Ten appendices include proposals for future IEA work and basic testing rationales. (An expanded and revised version of Appendix F-1 appears as ED 018 431.) Related documents are Volume II, sections 1-4 and 6, (EA 002 615) and Volume II, section 5, (FL001 477). (JK)

ED 034 291 **EA 002 598**
40 Questions and Answers Regarding Act 109, the Pennsylvania Nonpublic Elementary and Secondary Education Act.

Pennsylvania State Dept. of Public Instruction, Harrisburg. Office for Aid to Nonpublic Education.

Pub Date Jan 69

Note—10p.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—*Educational Legislation, *Elementary Education, *Parochial Schools, *Private Schools, Public Policy, *Secondary Education, State Aid, State Laws

This document was prepared to answer questions regarding the Pennsylvania Nonpublic Elementary and Secondary Education Act which became effective after June 19, 1968. Questions pertain to (1) the secular educational services that can be purchased under this law; (2) the specific areas of compensation such as salaries, textbooks, and instructional materials; (3) the method of finance; (4) quality control of education via teacher certification and measures of academic progress; (5) State regulation of nonpublic schools using this source of public funds; (6) nonpublic school teacher salaries; and (7) administrative questions concerning application deadline dates and instructional institutes for nonpublic school officials. (LN)

ED 034 292 **EA 002 602**
Stirevell, Wallace H., Ed.

Rationale of Education Evaluation.

Gulf Schools Supplementary Education Center, Pearland, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Report No—DPSC-66-1394; ESEA-Title-3

Pub Date 15 Apr 67

Note—73p.; Position papers prepared by the Interdisciplinary Committee on Education Evaluation

EDRS Price MF-\$0.50 HC-\$3.75

Descriptors—Administrator Role, Behavioral Science Research, Bibliographies, Board of Education Role, Community Control, Cultural Differences, *Evaluation Techniques, *Mathematical Models, Program Budgeting, *Program Evaluation, *Research Methodology, Self Actualization, *Student Evaluation, Student Subcultures, Systems Analysis, Teacher Role

Identifiers—ESEA Title III

This document, produced through an ESEA Title III grant, contains seven position papers on education evaluation from the standpoints of psychology, sociology, political science, business management, school administration, and computer science. The first paper summarizes the history of educational program evaluation and reviews current theories and techniques. The second discusses the implications of viewing evaluation as equivalent to, or a special case of, behavioral-science research. The third is concerned with subcultures of the school, self-actualization, and student evaluation. Evaluation of school-control is discussed in the fourth paper, with emphasis on dominant-submissive relationships which are customary in bureaucracies. The administrative function in evaluation is discussed in the fifth. The last two papers discuss program evaluation and the quantification of education for planning applications that use models for evaluation. An 87-entry bibliography is appended. (DE)

ED 034 293 **EA 002 604**
Rules and Regulations for Implementing the Pennsylvania Nonpublic Elementary and Secondary Education Act.

Pennsylvania State Dept. of Public Instruction, Harrisburg. Office for Aid to Nonpublic Education.

Pub Date Dec 68

Note—25p.

Available from—Vincent J. McCoola, Coordinator, Office for Aid to Nonpublic Education, Dept. of Education, Box 911, Harrisburg, Penn. 17126 (Free)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Educational Legislation, Guidelines, Language Instruction, Mathematics, *Parochial Schools, Physical Education, *Private Schools, Records (Forms), Science Instruction, Standardized Tests, *State Aid, *State Laws, Superintendent Role, Teacher Certification, Teacher Salaries, Textbooks

Identifiers—*Pennsylvania

The Pennsylvania Nonpublic Elementary and Secondary Education Act was passed into law in June 1968. It authorizes the Superintendent of Public Instruction of that State to enter into contracts to purchase secular educational service from nonpublic schools in Pennsylvania. This guide contains (1) the law, (2) definitions of terms, (3) a statement of the general provisions of the law, (4) a timetable of procedures for applying for participation, and (5) samples of documents to be submitted for such application. (DE)

ED 034 294

EA 002 605

Recommended Organization for Wyoming Public Elementary and Secondary School Education.

Booz, Allen and Hamilton, Inc., Chicago, Ill.

Spons Agency—Wyoming State Dept. of Education, Cheyenne.

Pub Date May 69

Note—66p.

EDRS Price MF-\$0.50 HC-\$3.40

Descriptors—Administrative Organization, Charts, Consultants, Educational Improvement, Educational Objectives, *Elementary Education, *Organizational Change, Public Education, *Public School Systems, Regional Cooperation, School Districts, *Secondary Education, *State Departments of Education

Identifiers—Wyoming

This final report of a management consultant firm details 11 major recommendations to improve the public elementary and secondary school system in Wyoming. (1) The State should articulate objectives to serve as guidelines for public school education. (2) The State Department of Education (SDE) should be administered through a management-by-objectives approach. (3) The State superintendent of public instruction should be an appointive rather than an elective position. (4) Programs and services of the SDE should be modified to meet public school objectives and the needs of the Wyoming citizens more adequately. (5) The department should be structurally reorganized. (6) Utilization of the professional staff should be maximized. (7) Coordination among the school districts can be improved. (8) Within the districts themselves, minimum school unit size by attendance would improve the educational services of the districts. (9) Personnel positions and salaries should match responsibilities and compare with those in other States. (10) Multistate and intrastate educational agencies should cooperate. (11) The cooperation of educational organizations within Wyoming should be sought. [Exhibits on pp. 17a-17c may be of poor quality when reproduced in hard copy.] (LN)

ED 034 295

EA 002 606

Fearing, Joseph L., Ed. Kowitz, Gerald T., Ed. Some Views on Longitudinal Inquiry, Research and Services Series.

Houston Univ., Tex. Bureau of Educational Research and Service.

Report No.—RSS-321

Pub Date Jul 67

Note—194p.

EDRS Price MF-\$0.75 HC-\$9.80

Descriptors—Developmental Programs, *Educational Research, Evaluation, Evaluation Techniques, Learning Processes, *Longitudinal Studies, Research Criteria, *Research Methodology, *Research Problems, Statistical Analysis, Taxonomy, *Time Perspective

This document provides a current assessment of the role and character of longitudinal studies. Eighteen articles define this type of study, discuss its applications to the educational process, advise when to use longitudinal inquiry, and describe barriers formed by lack of statistical techniques in manipulating the data. The traditional argument involving the major variable of time in longitudinal studies, with the uncontrollable dimensions it imposes on the study group, is examined and some novel ideas are proposed. One such idea is the unanticipated changes that occur to the researcher himself as he acquires new methodology. Another is an application of statistical assumptions to the study group by approaching the subjects as random variates, thereby overcoming the loss of data from loss of subjects in the group. The lack of knowledge about classroom anatomy adds unidentified variables to longitudinal studies even under ideal conditions. Therefore, research on this subject must progress in order to strengthen longitudinal studies. In general, the respondents feel that this type of study provides a broad framework within which all of the tools of science can be used. (LN)

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ED 034 296

EA 002 607

Planning Design for Basic Educational Data System.

South Carolina State Dept. of Education, Columbia.

Pub Date 69

Note—48p.

EDRS Price MF-\$0.25 HC-\$2.50

Descriptors—Computer Assisted Instruction, *Educational Administration, Educational Planning, Educational Research, *Electronic Data Processing, Estimated Costs, Evaluation, *Information Systems, Interagency Coordination, Personnel Data, Program Planning, Scheduling, School Surveys, State Departments of Education, *State Programs, *Systems Approach

Following an introduction of the systems approach for handling information, a proposal is made for an educational data system for the South Carolina school system. Input data provided by schools, school districts, and professional personnel are to be processed for use primarily by various units of the State Education Department. This department has the responsibility of coordinating the systems in the State to develop procedures for transferring data essential to each district's operations. The data will be used to facilitate educational program planning, test scoring, evaluation, research, scheduling, simulations, and computer-assisted instruction. Appended are a statement of the philosophy of the State Board of Education, a review of the South Carolina Department of Education by the U.S. Office of Education, a Management Information System report by the State Department of Education, and an analysis of computer needs by I. B. M. Corporation. (DE)

ED 034 297

EA 002 609

Buser, Robert L. Humm, William L. State Education Agencies: A Bibliography.

Pub Date Jul 69

Note—14p.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—*Bibliographies, *Board of Education Role, Business Education, Curriculum, Deaf Education, Educational Change, Educational Legislation, Mathematics Instruction, Policy Formation, *State Boards of Education, *State Departments of Education, *State School District Relationship, State Standards, Summer Programs, Teacher Certification, Urban Education, Vocational Education

This bibliography on State departments of education contains 151 entries, covering literature from 1952 through 1968 (most entries are post-1960). Topics in this literature include the need for State education agencies, their organization, and their impact upon the schools within the States. (DE)

ED 034 298

EA 002 612

Ott, Jack M. A Decision Process and Classification System for Use by Title I Project Directors in Planning Educational Change.

Ohio State Univ., Columbus. Evaluation Center.

Pub Date 67

Note—107p.

EDRS Price MF-\$0.50 HC-\$5.45

Descriptors—*Administrative Principles, Bibliographies, Classification, *Decision Making, Decision Making Skills, *Educational Change, *Educational Planning, Evaluation Criteria, Literature Reviews, *Program Evaluation, Resource Allocations, Taxonomy

Identifiers—*Elementary Secondary Education Act (Title I), ESEA

This study attempts to develop a decision framework to aid project directors in planning change under Title I of the Elementary and Secondary Education Act. Literature on change, the change process, decisions, and the decision process is reviewed and a framework within which to study planned change is constructed. Decision making, in the change process, should follow eight steps to achieve good, consistent decisions. In descending order, the process calls for recognizing the need for alternatives, establishing criteria for judging alternatives, exploring alternatives, establishing alternatives to be tested, making trials, analyzing data, finding the decision point, and, finally, implementing the decision. Each step must be carried out effectively to obtain favorable results. To assist the decision maker in recognizing decision situations, decisions are classified according to the target, general policy, objectives, program, resources, schedules, and program policy. [Charts on pages 36 and 37 may not reproduce clearly in hard copy due to small print.] (LN)

ED 034 299

EA 002 613

Hock, Michael Dennis. Considerations of Decision Theory in the Reconstruction of Logic in Urban Planning.

Ohio State Univ., Columbus. Evaluation Center.

Pub Date [68]

Note—169p.

EDRS Price MF-\$0.75 HC-\$8.55

Descriptors—Behavioral Objectives, Bibliographies, *City Planning, *Conceptual Schemes, Criteria, *Decision Making, Goal Orientation, Literature Reviews, *Logic, Models, *Planning, Problem Solving

This report attempts to define and conceptualize the essential logic of the decision-making process which planners follow. The report proposes a look at decision-making theory to see if there exists some conceptualization of decision making which can be varied to fit the context in which decisions must be made. To provide for situational adjustments, a behavioral character must be grafted into a normative framework to provide for some measure of deviation from the norm that is being sought. In building this conceptual framework, two criteria were followed: (1) Throughout the model, logic and consistency must prevail; and (2) the resulting model must be useful to the problems at hand. The final conceptualization is a piecing together of current decision theory and its application to the planning situation. A literature review makes up the body of the document, followed by the proposed model and a summary of its shortcomings and implications. (LN)

ED 034 300

24

EA 002 615

Bloom, Benjamin S. Cross-National Study of Educational Attainment: Stage I of the I.E.A. Investigation in Six Subject Areas. Final Report. Volume II.

Chicago Univ., Ill.; International Project for the Evaluation of Educational Achievement, Hamburg (West Germany).

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-2527

Pub Date Feb 69

Grant—OEG-3-6-062527-2226

Note—678p.

EDRS Price MF-\$2.50 HC-\$34.00

Descriptors—Educational Research, International Education, *Literature, *Manuals, *Measurement Instruments, Questionnaires, Rating Scales, *Reading Comprehension, Research and Development Centers, *Sciences, Tests, Verbal Ability

Identifiers—IEA, International Evaluation Educational Achievement

Instruments and manuals prepared for those conducting the research of the IEA project comprise Volume II of the final report of the 18-nation study of educational attainment at the elementary and secondary school levels. Section 1 includes technical research guidelines for national centers, school coordinators, and test administrators. Section 2 is comprised of science test booklets and questionnaires. Section 3 includes testing instruments for reading comprehension and literature in the mother tongue. Section 4 is comprised of all word knowledge tests, student questionnaires and attitude and descriptive scales, teacher questionnaires, and the school questionnaire. Section 6 contains descriptions of participants in the IEA (including council members,

full-time staff, consultants, international committee members) and of the institutions, technical officers, and committee members for each of the nations participating in the project. Related documents are Volume I, (EA 002 594) and Volume II, section 5 (FL 001 477). (Some illustrations may be of poor quality when reproduced.) (JK)

ED 034 301 24 EA 002 617
Cutler, Preston S.

Report of Postdoctoral Fellowship Program in Educational Research. Final Report.

Center for Advanced Study in Behavioral Science, Stanford, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-1161

Pub Date Nov 68

Grant—OEG-1-7-071161-4590

Note—12p.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—Behavioral Sciences, *Educational Research, *Evaluation, *Fellowships, Intellectual Experience, *Post Doctoral Education, *Resource Centers, Seminars

This report describes and evaluates a residential postdoctoral program in educational research at the Center for Advanced Study in the Behavioral Sciences at Stanford University. Activities normally engaged in by the fellows in this program include the following: (1) Reading, study, and reflection; (2) analysis of data, writing, and rewriting; (3) participation in formal or informal learning activities; (4) participation in seminars or work-groups; and (5) intensive collaboration with one or more other fellows. Evaluation is provided by memoranda written at the conclusion of their fellowships by the two fellows supported at the center by this program from July 1, 1967 to August 31, 1968. Both participants stressed the advantages of free time and the intellectual stimulation of other fellows at the center. Included is a list of all the fellows at the center for 1967-68 with notes concerning the interests that each of them pursued during the year. (MF)

ED 034 302 EA 002 623

Uter, Robert A.

Functions of Educational Specialists in Schools. A Preliminary Analysis.

Columbia Univ., New York, N.Y. Inst. of Administrative Research.

Pub Date Nov 68

Note—6p.

Journal Cit—IAR-Research Bulletin; v9 n1 p4-7 Nov 68

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—Counselor Functions, Elementary Schools, *Guidance Services, *Library Services, *Psychological Services, *Remedial Reading, School Surveys, Secondary Schools, *Specialists

This survey of elementary and secondary schools gathered information regarding the function of educational specialists. Four functions are analyzed: remedial reading, guidance, psychological services, and library assistance. No real pattern evolved as to deployment of any one function at either school level. To examine the people with whom specialists spend their time, five categories of recipients were established: desk work, students, classroom teachers, other specialists, and with others. It was found that the function would relate to a recipient pattern (i.e., specialists in remedial reading work mostly with students and little if any with the other recipient categories). Specialists in guidance, however, distribute their time among all recipient categories. A related document is EA 002 629. (LN)

ED 034 303 EA 002 624

Vincent, William S.

Further Clarification of the Class Size Question.

Columbia Univ., New York, N.Y. Inst. of Administrative Research.

Pub Date Nov 68

Note—4p.

Journal Cit—IAR-Research Bulletin; v9 n1 p1-3 Nov 68

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—*Class Size, *Elementary Grades, *Measurement Instruments, *Research Reviews (Publications), *Secondary Grades

This research is directed at finding an optimum class size in elementary and secondary grades. The Indicators of Quality program observes

selected classroom characteristics and scores each characteristic positive, zero, or negative. The difference between the positive and negative scores provides a measure to compare with class size. Data from 47 school districts of the Metropolitan School Study Council show a progressively larger difference as class size decreases. In the elementary grades a significant break occurs between the 11-15 and 16-20 and the 21-25 and 26-30 class size intervals. In the secondary grades, the only significant break occurs between the 11-15 and 16-20 class size intervals. This process measure provides useful categories on large and small classes. Combining the results of this study with achievement test criterion will further resolve the class size question. (LN)

ED 034 304 EA 002 625

Morehouse, Ward

State Leadership in International Education.

Education Commission of the States, Denver, Colo.

Report No—R-14

Pub Date Jul 69

Note—86p.

Available from—Education Commission of the States, Suite 822, Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 (\$1.00)

EDRS Price MF-\$0.50 HC-\$4.40

Descriptors—Curriculum Development, Developing Nations, Educational Change, Foreign Countries, *International Education, School Systems, Second Language Learning, *State Agencies, *State Departments of Education, *State Programs, *State Surveys, Systems Approach, Teacher Certification, Teacher Education, Teacher Exchange Programs

State education agencies are concerned with strengthening the international aspects of American education to make the educational experience of future generations more relevant to the realities of present and projected populations and economic conditions in both developed and less developed areas of the world. This document discusses the necessity of education in international affairs and presents a report on the current role of State education agencies in international education. With the cooperation of each chief State school officer, information is presented for each State in some or all of the following categories: (1) Curriculum (units of study, projects described), (2) foreign languages, (3) teacher preparation and certification, (4) exchange programs, (5) Federal programs, (6) miscellaneous, and (7) names and titles of key personnel. Suggestions are made for bringing about educational change and for enlarging the international dimensions of the formal educational process. (MF)

ED 034 305 EA 002 626

Federal Legislative Proposals, 1969.

Education Commission of the States, Denver, Colo.

Report No—R-12

Pub Date Nov 68

Note—16p.

Available from—Education Commission of the States, Suite 822, Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 (free).

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—*Educational Finance, *Educational Legislation, Educational Objectives, *Federal Aid, *Federal Legislation, Organizational Change, *Program Proposals

The commission outlined a legislative program at the Federal level. Federal aid should come under the direct control of the executive branch to consolidate and simplify all education aid programs. This reorganization should include continuous and effective presentation of the State point of view to the responsible authorities. A new three-tiered structure of Federal aid programs was proposed: general aid, functional block grants, and categorical aid. General aid would assist in providing more years of public education with provisions for increased quality. Functional block grants would more specifically aid in areas of education for the disadvantaged, educational research, improving administration, vocational education, and educational facilities. Categorical aid would induce special effort in projects which should be self-sustaining after the projects are undertaken. The commission concluded that the Federal Government should strengthen higher education through Federal resource allocations that provide equal opportunity to all applicants

and that consider the long term needs of higher education. The commission supported the recommendation that a Council of Higher Learning be created within the Office of the Secretary of Health, Education and Welfare. (LN)

ED 034 306 24 EA 002 628

Stanford Center for Research and Development in Teaching. Fourth Annual Report.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0252

Pub Date 1 Aug 69

Contract—OEC-6-10-078

Note—76p.

EDRS Price MF-\$0.50 HC-\$3.90

Descriptors—Annual Reports, *Disadvantaged Youth, *Educational Environment, *Educational Research, Educational Technology, Mathematics Education, Microteaching, Organizational Change, Publications, *Research and Development Centers, Self Actualization, Student Teacher Relationship, Teacher Attitudes, Teacher Education, *Teacher Role, Teaching Skills, Team Teaching

This report presents the objectives and accomplishments of the Stanford Center for Research and Development in Teaching from November 1, 1968 to July 31, 1969. A section on organization and administration includes a chart of the programs and project activities, and the supportive services. The four program areas are (1) heuristic teaching, (2) the environment for teaching, (3) teaching the disadvantaged, and (4) nonprogrammatic research. Each program is composed of a number of projects. The current state of each project is explained, as are the workings of the support services. Other information includes the names, duties, and organizational features of the officers, executive board, advisory panel, and the research and development associates staff. The professional staff are identified and a brief resume of their fields of interest is supplied. A list of center publications and products is included. [Chart on p. 13 may poorly reproduce on hard copy due to small print.] (MF)

ED 034 307 EA 002 629

Battles, John J. Bagley, E. Robert

The Role of the Specialist in the School Program.

Columbia Univ., New York, N.Y. Inst. of Administrative Research.

Pub Date May 68

Note—5p.

Journal Cit—IAR-Research Bulletin; v8 n3 p3-6 May 68

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—*Educational Programs, *Educational Quality, Elementary Education, Literature Reviews, *Role Perception, Secondary Education, *Specialists

This study attempts to define the role of the specialist in school districts and to identify the relationship between deployment of specialists and school quality. A time equivalent measure was used (i.e., the percentage of time a specialist spends at a certain function) to quantify the specialist's services. In addition, the recipient of the function, defined as students, desk work, classroom teachers, and members of the community, was also included as a factor of interest in the study. The results showed that the titles of specialists were not descriptive of the tasks they perform. The specialist time equivalent was found to be useful in providing the administrator with a method of some accuracy for measuring the degree to which particular services are provided within the school. A related document is EA 002 623. (Author/LN)

ED 034 308 EA 002 631

Vincent, William S. Casey, John J.

Statistical Report on Indicators of Quality.

Columbia Univ., New York, N.Y. Inst. of Administrative Research.

Pub Date May 68

Note—4p.

Journal Cit—IAR-Research Bulletin; v8 n3 p1-3 May 68

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—*Educational Quality, Elementary Grades, *Measurement Instruments, *Rating Scales, School Districts, Secondary Grades, *Statistical Analysis, Statistical Studies

As a measure of school quality, the instrument indicators of Quality has met the demands of reliability and item discrimination in a statistical study based on in-class observations in all the school districts in metropolitan New York. In this initial application, the 51 observation items were scored positive, zero, or negative and four aggregate scores were devised. The scores were categorized into elementary, secondary, and district levels. The high and low scores were separated by roughly four standard deviations in the district-wide calculation of each aggregate score. In addition, an intercorrelation of the four scores was run showing no dependence. In general, each item had at least one component, either positive or negative, that discriminated well, and most items had high difficulty levels and high discrimination indices. The reliability of the total instrument was estimated by means of the Spearman Brown formula, which provided a reliability coefficient ($r = .91$). Related documents are EA 002 619, EA 002 620, EA 002 621, and EA 002 622. (Author/LN)

ED 034 309

EA 002 634

Klotman, Robert H., Ed.
Scheduling Music Classes.
Music Educators National Conference, Washington, D.C.
Pub Date 68
Note—70p.

Available from—National Education Association, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (\$1.50)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—*Computers, *Curriculum, Electronic Data Processing, Elementary Schools, *Flexible Scheduling, Individual Study, Kindergarten, *Music Education, Program Planning, Resource Allocations, Schedule Modules, *Scheduling, School Size, Secondary Schools, Teacher Role, Team Teaching

This collection of articles on class scheduling problems emphasizes scheduling of music classes. The first part of the booklet contains descriptions of 11 current scheduling practices. The second part is concerned with data processing and the use of computers for scheduling, with discussion centering on the Stanford School Scheduling System. The last part of the booklet considers flexible scheduling, emphasizing a specific plan as used in the Brookhurst Junior High School in Anaheim, California. (DE)

ED 034 310

EA 002 636

Gallagher, James J.
Program for Implementing Curriculum on Ethical Decision Making. Draft Copy.

Note—11p.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—Cultural Awareness, Cultural Background, Cultural Education, *Curriculum Development, Curriculum Evaluation, *Decision Making Skills, *Ethical Values, *Moral Values, Pilot Projects, Program Evaluation, Summer Workshops, Teacher Education

Public education has been preoccupied with the rapid development of the physical sciences and mathematics, which place a premium on developing the reasoning processes but not on the adequate construction of value judgments. The purpose of the present program is to provide a means of presenting character education within a curriculum consistent with child development and with the diverse values backgrounds of our culture. The focus of such a curriculum must help a student understand how a decision can be made and how one can learn more about himself and others by observing others make choices. Pilot work has been undertaken by the Unitarian-Universalist Church in the field of ethics and cultural relativity in different parts of the country, and a set of long-range objectives for the development and implementation of these new programs has been constructed. Financial support is being requested for the crucial reevaluation of materials and for training of persons who will put the curriculum into wider use. (DE)

ED 034 311

EA 002 637

Thomas, Terry A.
The Effects of Laboratory Training on Elementary School Principals: An Evaluation.

Oregon School Study Council, Eugene.

Report No.—Bull-Vol-13-No-2

Pub Date Oct 69

Note—48p.

Available from—College of Education, University of Oregon, Eugene, Oregon (\$1.50)

EDRS Price MF-\$0.25 HC-\$2.50

Descriptors—*Behavior Change, Bibliographies, Communication (Thought Transfer), Decision Making, *Elementary Schools, *Laboratory Training, *Leadership Training, Morale, Organizational Climate, *Principals, Questionnaires, Staff Improvement, Teacher Administrator Relationship, Training Techniques

This study was designed to examine the job-related interpersonal behavior changes of elementary school principals as a result of laboratory training. A before-and-after control-group design was used to determine if the principals who participated in the laboratory training experience changed their behavior in working with their staffs and if the socioemotional climate of their elementary schools changed subsequent to participation. The experimental group showed more change toward (1) being considerate to the individual needs of the staff, (2) use of tact, (3) a more collaborative approach to decision-making, and (4) increased leadership for improving staff performances. The staff of the experimental-group principals showed more change toward higher group morale, and their schools changed toward more open organizational climates. (DE)

ED 034 312

EA 002 639

Evaluative Criteria for the Evaluation of Secondary Schools. Fourth Edition.

American Council on Education, Washington, D.C.

Pub Date 69

Note—359p.

Available from—National Study of Secondary School Evaluation c/o Publications Div., American Council on Educ., One Dupont Circle, Washington, D.C. (\$6.00 paper, \$7.50 cloth)

EDRS Price MF-\$1.50 HC Not Available from EDRS.

Descriptors—Administrator Evaluation, Audiovisual Aids, Cocurricular Activities, Community Characteristics, *Curriculum Evaluation, Educational Facilities, *Evaluation Criteria, *Evaluation Techniques, Guidance Services, Instructional Materials, Libraries, *Personnel Evaluation, School Visitation, *Secondary Schools, Self Evaluation

Revised every 10 years, this manual includes specific instruments for evaluating schools to appraise their quality and to encourage staffs to seek better materials and procedures. Evaluation is based on the principle that a school should be evaluated in terms of what it is striving to accomplish and according to the extent to which it is meeting the needs of the students enrolled and of the community it serves. Suggestions are given for the appointment and tasks of (1) a steering committee to have responsibility for planning and supervising the entire self-evaluation of the school and (2) a visiting committee to provide a check on the self-evaluation of the staff. Following the evaluation, a series of activities are suggested for stimulating improvements in the services offered by the school. (MF)

ED 034 313

EA 002 644

Fine, Jerry

The School Board Role—Present and Future.

Pub Date Jul 69

Note—34p; Paper presented to the Seminar on New Dimensions in School Board Leadership, National School Boards Association (Chicago, July 1969)

EDRS Price MF-\$0.25 HC-\$1.80

Descriptors—*Board of Education Role, Community Attitudes, *Educational Change, Educational Finance, Educational Needs, *Educational Policy, *Leadership Responsibility, Public Relations, Racial Discrimination, Resource Allocations, *School Community Relationship, School Districts, School Integration, Superintendent Role, Teacher Role

This paper examines the contemporary and future role of the school board in American education. The first part of the paper offers the reader a unique view of the school board's role through the vehicle of a fictional characterization of school board-community relations during a controversy. In the second part of the paper, the author suggests that present school boards are often unable to meet pressing educational needs. This analysis of contemporary difficulties is followed by suggestions for enhancing the planning, problem-solving, and policy making contributions of school boards in the future. The suggestions

assume optimum circumstances in the following areas: (1) school board recruitment; (2) superintendent's role; (3) teacher's role; (4) teacher, student, and community participation in the educational program; (5) educational finance; (6) research resources; and (7) school district size. (JH)

ED 034 314

EA 002 645

Solleder, Marian K., Comp.

Evaluation Instruments in Health Education. A Bibliography of Tests of Knowledge, Attitudes, Behavior for Elementary, Secondary and College Levels.

American Association for Health, Physical Education and Recreation, Washington, D.C.

Pub Date 65

Note—32p.

Available from—American Association for Health, Physical Education and Recreation, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (\$2.25)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Alcohol Education, *Annotated Bibliographies, College Students, Elementary School Students, *Evaluation Techniques, *Health Education, High School Students, Junior High School Students, *Measurement Instruments, Safety Education, Sex Education, Smoking, *Tests

This annotated bibliography lists 73 tests for the evaluation of health knowledge, attitudes, and behaviors of elementary, secondary, and college students. The bibliography includes tests which may be used to (1) determine strengths and weaknesses in teaching procedures, (2) indicate areas needing emphasis in the health program, (3) determine the proper placement of students in health classes, (4) determine the effects of an instructional program, (5) provide a basis for grading student progress, and (6) measure student achievement. Citations include published instruments, unpublished theses and dissertations, and periodical references. Three entries are dated 1949, 33 are dated 1950 to 1960, and 37 are dated 1960 through 1965. (JH)

ED 034 315

EA 002 646

Fenton, Edwin

The New Social Studies; Implications for School Administration.

National Association of Secondary School Principals, Washington, D.C.

Report No.—Curriculum-R-10

Pub Date Mar 67

Note—20p.; Reprinted from The Bulletin of the National Association of Secondary School Principals, v51 n317 Mar 67.

Available from—National Assoc. of Secondary School Principals, 1201 Sixteenth St. N.W., Washington, D.C. (single copy \$.50, quantity discounts)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Administrative Personnel, Bibliographies, Citizenship Responsibility, *Curriculum Development, *Curriculum Study Centers, *Educational Change, Evaluation Techniques, Inservice Teacher Education, Instructional Materials, Projects, Scientific Methodology, Secondary Education, *Social Studies, Teacher Education, Teaching Techniques

Recent innovations in the secondary school social studies curriculum require the immediate attention of school administrators. Five major areas of the instructional process which contribute to a new social studies product include: (1) objectives, (2) teaching strategies, (3) materials, (4) pupil deployment, and (5) evaluation. School administrators should anticipate changes which will accompany the new social studies in the areas of finance, space utilization, program supervision, and teacher preparation. This document contains a directory of 41 projects currently investigating social studies curriculum and an annotated bibliography of 17 related documents. (JH)

ED 034 316

24

EA 002 680

Lillehaug, Leland A.

Examining the Composer—Audience Gap in Contemporary Music. Final Report.

Augustana Coll. Association, Sioux Falls, S. Dak.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No.—BR-8-F-098

Pub Date 8 Jun 69

Grant—OEG-6-9-008098-0047(057)

Note—82p.

EDRS Price MF-\$0.50 HC-\$4.20

Descriptors—*Audiences, *Communication Problems, Concerts, Interviews, Listening Habits, *Music, *Musical Composition, *Music Education, Musicians, Music Theory, Teacher Education

To verify the existence of a communication gap between the contemporary music composer and his general listening audience and to assess the scope and causes of the gap, interviews were conducted with a cross-section of composers, performers, conductors, educators, and listeners throughout the nation. During the 9-month study, (September 1968-June 1969) structured interviews with 231 subjects were supplemented by informal conversations with hundreds of people. Although opinion was divided as to the causes, respondents generally agreed that a large gap exists between nonconservative contemporary composers and the general audience. The findings suggest several methods for bridging the gap, including composer-performer symposia, better teacher training in 20th-century music, more quality live performances of new music, creation of college-community resource centers, increased use of news media to provide information and recordings of 20th-century music, and inclusion of courses on new music in the curricula of schools and colleges. (JH)

ED 034 317 24 EA 002 683

Barber, William H.
Human Relations Training and the Innovation Consultant.

Western Behavioral Sciences Inst., La Jolla, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0897

Pub Date Mar 69

Grant—OEG-0-8-980897-4691

Note—25p.; Paper prepared for conference on The Affective Domain of Learning: Implications for Instructional Technology presented by Teaching Res. of the Ore. State System of Higher Educ. (Salishan Lodge, Ore., Mar. 24-26, 1969)

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—Behavior Change, Communication Skills, *Consultants, *Educational Innovation, Group Dynamics, *Human Relations, Interaction Process Analysis, *Interpersonal Competence, Leadership Qualities, Learning Processes, Learning Theories, Media Specialists, Perceptual Development, Research Problems, *Sensitivity Training

A number of characteristics distinguish human relations or sensitivity training from other forms of experience-based education, including learning goals, desired outcomes, and assumptions about the learning process. Although research evidence on the effectiveness of human relations training is ambiguous, due to difficulties of research design and measurement, the following conclusions may be drawn: (1) Many individuals report significant behavioral changes following human relations training, (2) individuals who experience sensitivity training are more likely to improve their leadership skills than those who do not, and (3) the incidence of serious mental disturbance during training is estimated to be less than 1% of all participants. The new media consultant must be aware of the assumptions and applications of human relations training and other new areas of the applied behavioral sciences to achieve significant innovation in educational systems. (JH)

ED 034 318 24 EA 002 686

Glaser, Robert And Others

Program Plan and Budget Request. Volume I, Scope of Work and Projected Activities.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0253

Pub Date Oct 69

Contract—OEC-4-10-158

Note—93p.

EDRS Price MF-\$0.50 HC-\$4.75

Descriptors—Beginning Reading, *Computer Assisted Instruction, Computer Programs, Concept Teaching, Curriculum Design, Educational Psychology, *Educational Research, Educational Strategies, Educational Technology, Individual Differences, *Individualized Instruction, *Learning Processes, Preschool Curricu-

lum, Psycholinguistics, *Research and Development Centers, Teacher Behavior, Teacher Education, Training Techniques

This volume describes the program plans for the Learning Research and Development Center at the University of Pittsburgh for 1970. The report briefly surveys the long-term objectives of each program and describes in detail the specific plans for accomplishing each project within the programs for the next contract year. (1) The basic learning studies program is to generate and to systematize knowledge about the human learning process. (2) The computer-assisted instruction program is to contribute to individualized education. (3) The educational field studies program is for acquiring knowledge from the study of State schools to develop procedures for adapting education to differing characteristics of students. (4) The individualization of the education program is to develop prototype systems of education which optimize each student's progress. (5) The long-range objective of the changing environments program is to create an experimentally grounded theory of human problem solving and social interaction. (DE)

ED 034 319 24 EA 002 687

Forsythe, Ralph A.

The Legal Status (Historical Development, Current Statutes and Court Decisions) of Pupil Transportation in the Public Schools of the United States. Final Report.

Denver Univ., Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-H-027

Pub Date Aug 69

Grant—OEG-8-8-0-0027-2010(057)

Note—74p.

EDRS Price MF-\$0.50 HC-\$3.80

Descriptors—Board of Education Role, Bus Transportation, Constitutional History, Contracts, *Court Litigation, Equal Education, Financial Support, *Historical Reviews, Legal Problems, Legal Responsibility, *Public Schools, Purchasing, School Law, School Redistricting, State Church Separation, *State Laws, *Student Transportation

To determine the historical-legal development and current legal status of pupil transportation as practiced in U.S. public schools, State constitutional provisions, State legislation, and court decisions related to pupil transportation are analyzed. Legal constraints affecting the following areas of pupil transportation programs are reviewed: (1) Scope and general operational authority, (2) financial authority, (3) State organizational patterns of governance, (4) liability, and (5) district purchasing and contracting authority. The findings indicate a current general consensus of the law with regard to (1) State legislative authority to enact pupil transportation legislation, (2) wide discretion of local boards in program operation, and (3) authority of the local board to purchase equipment and contract for services. Less consensus exists on the legal status of the transportation of nonpublic students, district tort liability, transportation for noneducational uses, and the extent and weight of State agency authority over transportation programs. An annotated list of 90 relevant court decisions and a bibliography of 61 citations are included. [Tables 5-10, 12-16 may be of poor quality in hard copy due to small print.] (JH)

ED 034 320 24 EA 002 688

Langton, Kenneth P. Karns, David A.

A Cross National Study of the Relative Influence of School Education: A Causal Analysis.

Michigan Univ., Ann Arbor.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-E-069

Pub Date Jun 69

Grant—OEG-0-8-080069-3726

Note—81p.

EDRS Price MF-\$0.50 HC-\$4.15

Descriptors—Cross Cultural Studies, *Economic Development, Family Environment, *Family Influence, Participation, *Political Socialization, *School Role, Secondary Education, Social Development, *Socioeconomic Influences, Statistical Studies

This study examines, within a single model, the relative influence of family, school, and work group participation upon different levels of political efficacy and participation within a develop-

mental context. The study is a preliminary analysis because only data for the U.S.A., Great Britain, Germany, Italy, and Mexico were obtainable. Guttman-type scales were generated for nonpolitical forms of participation in family, school, and work group as well as for political efficacy and participation. Significant nonlinearity of the relationships between dependent and independent variables suggested the use of the "dependency analysis" form of causal modeling in place of path coefficient analysis. Discussion of the many findings is extensive. (DE)

ED 034 321 24 EA 002 690

Popham, W. James

AERA Research Training Program 1969. Final Report.

American Educational Research Association, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-0170

Pub Date Aug 69

Grant—OEG-0-9-180170-2465(010)

Note—105p.

EDRS Price MF-\$0.50 HC-\$5.35

Descriptors—Anthropology, Comparative Analysis, Computer Science, *Educational Research, *Educational Researchers, *Institutes (Training Programs), Instructional Materials, Learning Characteristics, Measurement Techniques, Program Costs, *Program Descriptions, Program Evaluation, *Research Methodology, Research Skills, Statistical Analysis, Statistical Surveys, Systems Approach

This report describes and evaluates a training program for educational researchers conducted prior to and following the 1969 annual meeting of the American Educational Research Association. The report's description of each of the program's 12 specific training sessions, which served a total of 542 educational researchers, includes the following elements: (1) Session title and staff, (2) general description, (3) objectives, (4) schedule, (5) participant characteristics, (6) instructional and evaluation materials, and (7) evaluation by staff and participants. Training sessions described cover the relationship of the following topics to educational research: (1) Instructional product (materials) development, (2) nonparametric methods and associated post hoc procedures, (3) the computer and natural language, (4) methods for improving children's learning proficiency, (5) systems approach in counseling and counselor education, (6) multivariate design and analysis, (7) anthropological methods, (8) sample free test calibration and person measurement, (9) survey research, (10) multiple group discriminant strategy, (11) Bayesian statistical analysis, and (12) design and analysis of comparative experiments. (JH)

ED 034 322 24 EA 002 693

Joyce, Bruce R. Joyce, Elizabeth H.

Data Banks for Children: Development and Initial Studies. Final Report.

Columbia Univ., New York, N.Y. Teachers College.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-1369

Pub Date Apr 69

Contract—OEC-1-6-061369-0684

Note—225p.

EDRS Price MF-\$1.00 HC-\$11.35

Descriptors—*Data Bases, *Electronic Classrooms, *Elementary School Students, *Information Retrieval, Social Sciences, Student Participation, *Student Research

Three related activities are reported in this study. One is the development of two data banks designed to supply children with information about many aspects of life in world culture. The entire data bank system was piloted by second-grade, middle-class children with self-administering orientation units developed to introduce students to the data retrieval process and to present them with instruction and learning tasks. Second, a set of studies were conducted to explore the use children would make of the banks. These studies led to development of a set of principles on which first-generation information systems can be built for children. Last, several investigations were designed to explore the relevance of the data banks as settings for teaching concepts and inquiry systems from the social sciences and also to explore the utility of the data banks as settings

for research into the social science education of children. (Author/DE)

ED 034 323 24 EA 002 710

Chase, Clinton I.
Institute in Research Design and Evaluation. Final Report. (November 20-26, 1968).

Indiana Univ., Bloomington.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-8059

Pub Date Dec 68

Grant—OEG-0-8-988059-4592(010)

Note—21p.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—*Educational Research, *Educational Researchers, Evaluation Methods, *Evaluation Techniques, *Institutes (Training Programs), Program Evaluation, Research Design, Research Methodology, *Research Skills

Identifiers—ESEA Title I, ESEA Title III

This report describes a 1-week institute designed to upgrade research and evaluation skills of persons associated with PL 89-10 Title I and Title III projects. The institute's objectives were to illustrate and provide experience in: (1) operationalizing objectives of instructional programs; (2) designing projects with appropriate controls to allow valid observations of change; and (3) constructing and applying observational tools, besides standardized tests, appropriate for assessing outcomes of instructional programs. Of the 23 participants, 70% evaluated their change in ability by responding to a postsession questionnaire. In general, respondents indicated that they had either "improved somewhat" or "improved greatly," their ability to deal with the topics of the institute. The appendix includes copies of the institute program, a list of institute participants, and pre- and postsession questionnaires administered to the participants. (JH)

ED 034 324 24 EA 002 711

Skager, Rodney W.
Evaluation and the Improvement of Compensatory Educational Programs.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—CSE-R-54

Bureau No.—BR-6-1646

Pub Date Sep 69

Contract—OEC-4-6-061646-1909

Note—28p.; Revision of a position paper presented to Seminar on Educating the Disadvantaged. Univ. of Wis. (Madison, April 9-10, 1969)

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors—Academic Achievement, *Compensatory Education Programs, Cost Effectiveness, Decision Making, Educational Improvement, Educational Objectives, Educational Research, *Evaluation Criteria, Evaluation Methods, *Evaluation Needs, Guidelines, Inquiry Training, Measurement Instruments, *Program Effectiveness, *Program Evaluation

The definition of evaluation as the collection and interpretation of systematic information about the effectiveness of alternative educational practices suggests several functions of evaluation in education, including: (1) Assessment of the needs of learners, (2) evaluation of program plans, (3) assessment of congruence between plans and actual practice, (4) improvement of operating programs, and (5) certification of operating programs. To the neglect of the first four functions, evaluations of ESEA Title I programs have been primarily restricted to the program certification function. Five proposals are advanced for improving the evaluation of compensatory educational programs; these include the adoption and dissemination, by the U.S. Office of Education, of guidelines for evaluation and a requirement by that office that explicit evaluation designs accompany program proposals. Other suggestions are concerned with the training of evaluation personnel and the development of criterion measures. (Author/JH)

ED 034 325 24 EA 002 745

Langmeyer, Daniel And Others
Technology for Organizational Training in Schools.

Oregon Univ., Eugene. Center for Advanced Study of Educational Administration.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—TR-2

Bureau No.—BR-5-0217

Pub Date Oct 69

Contract—OEC-4-10-163

Note—42p.

EDRS Price MF-\$0.25 HC-\$2.20

Descriptors—Administrative Personnel, *Communication Skills, Consultants, Educational Objectives, *Educational Technology, *Organizational Change, Problem Solving, School Districts, Staff Utilization, Teachers, *Training Objectives, *Training Techniques

This paper describes procedures, exercises, methods, sequences, and data used by the authors in organizational training with schools and school districts. The technology described is aimed at improving working relationships within a school building or district. The focus of intervention is on the organizational interactions of role occupants, not on personalities. Participants in the training were the entire staff of a junior high school in one project and a school district, including several schools in the district, in a second project. (Author/MF)

ED 034 326 EC 004 260

Thomas, Evan W. LeWinn, Edward B.

Brain-Injured Children; With Special References to Doman-Delacato Methods of Treatment.

Pub Date 69

Note—178p.

Available from—Charles C. Thomas, Publisher, 301-327 East Lawrence Ave., Springfield, Illinois 62703

Document Not Available from EDRS.

Descriptors—Behavior Problems, Cerebral Dominance, Cerebral Palsy, Environmental Influences, Epilepsy, Etiology, *Exceptional Child Education, *Learning Disabilities, Medical Evaluation, Mentally Handicapped, Neurological Defects, *Neurological Organization, Program Evaluation, *Sensory Training, Therapy

Contents include a definition of brain injury and cerebral palsy, discussions of the pathology of cerebral palsy, incidence and prevalence of cerebral palsy, mental retardation, epilepsy, behavioral disorders, dyslexia, and a summary and conclusions on the problem of brain injury. Attention is also given to the controversy over brain injury as a diagnosis, the background and interpretation of neurological organization, an evaluation of neurological functions, the principles and methods of Doman-Delacato therapeutic programs, and evaluation of the results of treatment of brain injury in children. There are 218 references. (LE)

ED 034 327 EC 004 261

Siller, Jerome And Others

Studies in Reaction to Disability. XII: Structure of Attitudes toward the Physically Disabled; Disability Factor Scales—Amputation, Blindness, Cosmetic Conditions.

New York Univ., N.Y. School of Education.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Social and Rehabilitation Service.

Pub Date Nov 67

Note—109p.

EDRS Price MF-\$0.50 HC-\$5.55

Descriptors—Amputees, *Attitudes, Attitude Tests, Blind, Demography, *Exceptional Child Research, Factor Analysis, Internal Scaling, Item Analysis, Negative Attitudes, *Physically Handicapped, Stereotypes, Test Construction

To describe and to develop instruments to measure attitudes toward amputees, the blind, and those with cosmetic conditions, three groups of subjects responded to one of three large pools of items tapping attitudes toward the three disability conditions. Three new groups of about 500 subjects of diverse demographic characteristics were given one of three revised and reduced questionnaires. The returns were factor analyzed and scales were derived from the resulting factors. The seven virtually identical factors which emerged from the amputation and blindness analysis were interaction strain, rejection of intimacy, generalized rejection, authoritarian virtuousness, inferred emotional consequences, distressed identification, and imputed functional limitations. The cosmetic conditions item set contained two factors which were identical (interaction strain, rejection of intimacy); two which were analogous

(reluctant aversion and superficial empathy); and two unique dimensions (qualified aversion and proximate offensiveness). A review of related research, and data on each item of the scales are included. (LE)

ED 034 328 EC 004 263

Alden, Jerome Johnnesse, Adaline

These Are Not Children: A Play About Opportunities for the Mentally Retarded.

Family Services Association of America, New York. Plays for Living.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date 62

Note—40p.

EDRS Price MF-\$0.25 HC-\$2.10

Descriptors—*Adjustment (to Environment), Drama, *Exceptional Child Services, Family Relationship, *Mentally Handicapped, Parent Attitudes, Public Education, Skits, *Vocational Rehabilitation

The play, which involves a mentally retarded youth, his parents, and a rehabilitation counselor, gives dramatic emphasis to the youth's problems in adjusting to the outside world and to the adjustment problems of the parents. The character of Joey is used to demonstrate that the retarded can be helped to lead useful and productive lives and to gain feelings of status and pride. A discussion guide is included. (LE)

ED 034 329 EC 004 265

McReynolds, Paul, Ed.

Advances in Psychological Assessment, Volume I.

Pub Date 68

Note—336p.

Available from—Science and Behavior Books, Inc., 577 College Avenue, Palo Alto, California 94306 (\$9.50)

Document Not Available from EDRS.

Descriptors—Anxiety, Counseling Effectiveness, Creativity, *Evaluation Methods, *Exceptional Child Research, Intelligence, Intelligence Tests, Interest Tests, Literature Reviews, Operant Conditioning, Personality Assessment, Personality Tests, Projective Tests, *Psychological Evaluation, *Psychological Tests, Research Reviews (Publications)

Intended for use as a supplementary text in courses on assessment and related fields, the text discusses the following: introduction to psychological assessment; current conceptions of intelligence and their implications for assessment; assessment in the study of creativity; interpreter's syllabus for the California Psychological Inventory; the Tryon, Stein and Chu Scales; the outcome of a cluster analysis of the 550 Minnesota Multiphasic Personality Inventory items; and the Strong Vocational Interest Blank from 1927 to 1967. Also included are the current status of the Rorschach test, an assessment of psychodynamic variables by the Blacky pictures, operant conditioning techniques in psychological assessment, assessing change in hospitalized psychiatric patients, problems and trends in the assessment of counseling and psychotherapy, conjoint family assessment as an evolving field, a survey of techniques in assessing anxiety, and rationale and problems of psychophysiological assessment. (LE)

ED 034 330 EC 004 266

Pollack, Otto Friedman, Alfred S.

Family Dynamics and Female Sexual Delinquency.

Pub Date 69

Note—210p.

Available from—Science and Behavior Books, Inc., 577 College Avenue, Palo Alto, California 94306

Document Not Available from EDRS.

Descriptors—Adolescents, Behavior Problems, Counseling, *Delinquency, Delinquency Causes, Delinquent Behavior, Disadvantaged Youth, Environmental Influences, *Exceptional Child Services, *Family (Sociological Unit), Family Counseling, Family Relationship, Family Structure, Females, Parent Child Relationship, Psychotherapy, Sexuality, *Socioeconomic Influences

Papers included are marriage as the cornerstone of the family system, developmental difficulties and the family system, mental health implications of family structure, delinquency and the family system, sexual delinquency among middle class girls, developing standards of sexual conduct among deprived girls, families out of

wedlock, and a community project for unwed pregnant adolescents. Further discussions concern a psychodynamic view of sexual promiscuity, three typical constellations in female delinquency, an overview of the family and the female delinquent, the runaway girl, variations of incest, a case history of sexual promiscuity, the family constellation from the standpoint of various siblings, family structure, family language and the puzzled therapist, therapy for underprivileged delinquent families, and observations in therapy of the sexually delinquent female. References follow chapters. (LE)

ED 034 331 **EC 004 286**
Operation Bridge; A Title III Project for Neurologically Impaired Children, Prince George's County, Maryland, Special Education Department.

Prince George's County Board of Education, Upper Marlboro, Md. Dept. of Special Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 69
Grant—OEG-67-2970

Note—85p.

EDRS Price MF-\$0.50 HC-\$4.35

Descriptors—Emotional Adjustment, *Exceptional Child Research, Experimental Programs, Family Counseling, *Learning Disabilities, Parent Attitudes, Parent Counseling, Program Costs, *Program Evaluation, Social Adjustment, Staff Role, Student Adjustment, Summer Institutes, Summer Programs, *Summer Schools, Teacher Education

A 6-week experimental demonstration program was provided for 90 neurologically impaired children with severe learning problems to bridge the gap between school terms and to provide learning experiences for teachers, teacher-trainees, and parents. The staff at each of three host schools consisted of five master teachers, five college students, plus a full time psychologist and a pupil personnel worker to conduct parent and sibling discussion groups and to aid the staff. The children had enrichment activities in reading, language development, motor development, manipulation, and arts and crafts. On pre- and post-project evaluations of social, emotional, and academic level of functioning, over 60% of the children readjusted to academic, school routine, and social-emotional levels within 2 weeks (instead of the usual 6 to 8 weeks) after school started in the fall. Teachers and supportive staff felt that they gained experience in working with children, parents, siblings, trainees, and each other. Recommendations are proposed for 1969 program improvements, and the appendix gives anecdotal record forms, evaluative questionnaires, and budget estimates. (LE)

ED 034 332 **EC 004 289**
MacLeech, Bert, Ed. Schrader, Donald R., Ed. Seventh Annual Distinguished Lecture Series in Special Education and Rehabilitation; Summer Session 1968.

University of Southern California, Los Angeles. School of Education.

Pub Date 69

Note—122p.

EDRS Price MF-\$0.50 HC-\$6.20

Descriptors—*Behavior, Behavior Change, Comparative Education, *Educational Philosophy, Environmental Influences, *Exceptional Child Education, Federal Legislation, Foreign Countries, Handicapped Children, Interprofessional Relationship, National Programs, Reinforcement, Residential Care, School Psychologists, *Vocational Rehabilitation

Lectures are concerned with the nurturing of intellect by Maurice Freehill, a new concept in rehabilitation by Bert MacLeech, principles of residential therapy as a tool of rehabilitation by Edward L. French, the progress of special education by Romaine P. Mackie, and behavior principles by Norris G. Haring. The priorities and territories of psychology, education, and special education are discussed by Jack I. Bardon and worldwide exchanges in special education are considered by Frances A. Mullen. References follow each discussion. Also included are biographical sketches of lecturers, topics and speeches of the lecture series in 1966 and 1967, and descriptions of graduate programs in special education at the University of Southern California. (LE)

ED 034 333 **40** **EC 004 359**
Budoff, M.

An Educational Test of the Learning Potential Hypothesis with Adolescent Mentally Retarded Special Class Children, Volume II. Final Report.

Cambridge Mental Health Center, Mass. Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date [69]

Note—216p.

Available from—Cambridge Mental Health Center, 20 Sacramento Street, Cambridge, Massachusetts 02138.

EDRS Price MF-\$1.00 HC Not Available from EDRS.

Descriptors—*Curriculum Guides, Educable Mentally Handicapped, Electricity, *Exceptional Child Education, Instructional Materials, Junior High School Students, Lesson Plans, Manipulative Materials, *Mentally Handicapped, Nonverbal Learning, *Sciences, *Teaching Methods, Workbooks, Worksheets

A manipulative, nonverbal oriented unit on electricity which was used in an experiment with educable mentally handicapped students is presented. Lessons and worksheets to accompany them are represented with instructions and drawings. A teacher's curriculum guide for the unit includes concepts to teach, materials, lectures and activities, and answers to questions the students are asked to complete. Also presented are the lessons from the students' workbooks for the lecture-demonstration electricity unit. These materials were used in research reported in EC 004 358. [Not available in hard copy due to marginal legibility of original document.] (RJ)

ED 034 334 **EC 004 363**

Workshop II: Video Technology & Programs for the Deaf; Current Developments & Plans for the Future.

Southern Regional Media Center for the Deaf, Knoxville, Tenn.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Education for the Handicapped.

Pub Date Feb 69

Note—130p.

EDRS Price MF-\$0.75 HC-\$6.60

Descriptors—*Aurally Handicapped, Deaf Education, Educational Objectives, *Electronic Equipment, Equipment Utilization, *Exceptional Child Education, *Instructional Television, Media Technology, Parent Education, Programed Instruction, Public Affairs Education, Teacher Education, *Video Tape Recordings

The Workshop on Video Technology (1969) sponsored by the Southern Regional Media Center for the Deaf explored uses of video technology in deaf education. An introductory lecture points out the potential effectiveness of video technology for gearing programs to individual needs, specifically the needs of the deaf. The necessity for formulating specific objectives in utilizing video hardware, as opposed to random experimentation is considered, and practical experience in industry is outlined in a presentation which describes the use of videotape in training personnel in a telephone company. Limitations and advantages of using videotape in deaf education, and demonstrations presented by institutions of deaf education concerning application of video technology in equipment, techniques for the classroom teacher, and the use of closed circuit television are discussed. A final paper summarizes the workshop in terms of current progress and suggested areas for research. (JB)

ED 034 335 **EC 004 466**

Elkin, Robert Cornick, Elroy L. Analyzing Costs in a Residential Group Care Facility for Children; A Step-by-Step Manual.

American Univ., Washington, D.C. School of Government and Public Administration.

Spons Agency—Child Welfare League of America, Inc., New York, N.Y.

Pub Date 69

Note—114p.

EDRS Price MF-\$0.50 HC-\$5.80

Descriptors—Administrator Guides, Child Care Centers, *Cost Effectiveness, *Evaluation Methods, *Exceptional Child Services, Financial Support, Guidelines, Program Costs, *Residential Programs, *Welfare Agencies

Designed for use by government or voluntary agencies providing residential group care for children, the manual presents guidelines for initial review and year end interpretation of agency operations along with three worksheets for agency expenses. Additional worksheets and guidelines are included for parent organization expenses and evaluation of donated goods and services; also included are five exhibits and an illustration of a cost analysis report. Appendices cover the following: analysis of operations after completion of the cost report; time allocation methods, including an illustration of a time study kit and guidelines for selecting random time study days; the multiservice agency, including three worksheets; and definitions of institution functions and staff assignments. A glossary and index are supplied. (JD)

ED 034 336 **EC 004 473**

Cratty, Bryant J. Motor Activity and the Education of Retardates.

Pub Date 69

Note—233p.

Available from—Lea and Ferbig, 600 South Washington Square, Philadelphia, Pennsylvania 19106 (\$8.75)

Document Not Available from EDRS.

Descriptors—Age Differences, Arousal Patterns, Attention Control, Body Image, Early Childhood, Evaluation Methods, *Exceptional Child Education, Games, Handwriting, Infants, *Mentally Handicapped, Motor Reactions, Muscular Strength, Music Activities, Perceptual Motor Coordination, *Physical Activities, *Psychomotor Skills, Self Concept, *Teaching Methods, Tests

Presented are chapters concerned with the relationship of motor activity to education. The topics discussed are research, movement and performance in infants and children, principles of teaching motor skills; arousal level and attention; scribbling, drawing, writing, strength, flexibility, endurance, and control of large muscles; music and rhythm; and self confidence, body image, and games. Appendixes discuss the administration, scoring, and findings of gross motor, drawing, and game choice tests. (JP)

ED 034 337 **EC 004 621**

Szurek, S.A., Ed. Berlin, I.N., Ed.

The Antisocial Child, His Family and His Community. The Langley Porter Child Psychiatry Series—Clinical Approaches to Problems of Childhood, Volume 4.

Pub Date 69

Note—224p.

Available from—Science and Behavior Books, Inc., 577 College Avenue, Palo Alto, California 94306

Document Not Available from EDRS.

Descriptors—*Anti Social Behavior, Behavior Change, Behavior Development, Behavior Problems, Delinquency, *Delinquent Rehabilitation, *Exceptional Child Services, Juvenile Courts, Mental Health Programs, *Psychiatric Services, Psychological Patterns, *Psychotherapy, Youth Agencies

Eighteen papers consider the antisocial child. The genesis of his behavior is discussed in terms of psychopathic personality trends, acting out, and sexual disorders; emotional factors in the use of authority and the contribution of controls to corrective learning are described. Efforts at psychiatric treatment are reviewed with reference to clinical and psychotherapeutic work with delinquents, aspects of glue sniffing, and relations between referring sources and child guidance clinics. The roles of the courts, other agencies within the legal structure, and child psychiatrists are treated; also treated are aspects of mental health consultation to community agencies and schools. (JD)

ED 034 338 **EC 004 652**

MR 69: Toward Progress; The Story of a Decade. A Third Report by the President's Committee on Mental Retardation about Developments in the National Campaign to Overcome Mental Retardation.

President's Panel on Mental Retardation, Washington, D.C.

Pub Date 69

Note—36p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.60)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Community Services, Cooperative Programs, Disadvantaged Youth, Educational Needs, *Exceptional Child Services, Federal Aid, Financial Support, Incidence, *Individual Needs, Manpower Needs, *Mentally Handicapped, Personnel Needs, *Program Planning, Research Needs, *Services, Vocational Rehabilitation, Volunteers

The report by the President's Committee on Mental Retardation mentions the accomplishments of the last decade, including the beginning of national networks for diagnosis, a plan for services in each state, and advances in public awareness of all facets of mental retardation. The following programs are considered necessary: services must be brought to those in the most need (especially low income groups); recruitment and training programs for supportive workers must be developed; more imaginative use of resources is needed at all levels; more public-private partnerships in planning, services, and research are needed; basic research and its quick translation into services needs encouragement; and the needs of the retarded should be considered in future social and residential planning. Charts and graphs illustrating findings are included throughout. (JM)

ED 034 339 EC 004 653

Comprehensive Statewide Planning Project for Vocational Rehabilitation Services; Montana. Final Report.

Montana Div. of Vocational Rehabilitation, Helena.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date Nov 68

Note—426p

EDRS Price MF-\$1.75 HC-\$21.40

Descriptors—Community Surveys, Demography, *Exceptional Child Services, Financial Support, *Handicapped Children, Incidence, Institutions, Professional Personnel, Program Planning, Regional Planning, Rehabilitation Centers, Rehabilitation Programs, Sheltered Workshops, State Agencies, *State Programs, *Vocational Rehabilitation

Identifiers—Montana

A report of vocational rehabilitation planning is introduced by the history and principles of rehabilitation, a discussion of legal provisions, sources of funds, planning objectives, and project population and organization. Demographic information, statewide recommendations, and descriptions of state institutions and agencies are included along with the methods used for estimating the potential of inmates. Additional information concerns the disabled and handicapped in the state, the five planning regions, the rehabilitation facilities (treatment centers, halfway houses, and sheltered workshops), and project studies (involving physicians, nurses, professional personnel, school personnel, and a closed caseload study). Related programs on the aging, correctional rehabilitation, economic opportunity, facilities and workshops, military rejectees, public assistance, the rural disabled, social security, workmen's compensation, voluntary organizations, and coordination of programs are also discussed. Five appendices and a summary of recommendations are provided. (JM)

ED 034 340 EC 004 665

Individual Learning Disabilities: A Bibliography.

Rocky Mountain Educational Lab., Inc., Greeley, Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 68

Contract—OEC-4-7-062828-30-63

Note—53p

EDRS Price MF-\$0.25 HC-\$2.75

Descriptors—Aphasia, *Bibliographies, Books, Catalogs, Directories, Dyslexia, *Exceptional Child Education, Films, Instructional Materials, *Learning Disabilities, Minimally Brain Injured, Phonotape Recordings, Programed Materials, Tests, Video Tape Recordings

The bibliography contains a variety of subject matter focusing on, but not necessarily limited to, the topic of learning disabilities. Included are 351 articles dating from 1959 to 1968, 148 books ranging from 1926 to 1968, 60 booklets from 1956 to 1968, 37 testing materials dating from 1955 to 1967, 42 catalogs from 1967 to 1968, 36

video tapes, 28 audio tapes, 11 bibliographies, 10 directories, 12 films, and four records. (JM)

ED 034 341 40 EC 004 675

Bornstein, H. And Others

An Analytic Curriculum in English for Deaf Students at the Secondary Level. Final Report.

Gallaudet College, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0364

Pub Date Dec 68

Contract—OEC-5-10-006

Note—41p

EDRS Price MF-\$0.25 HC-\$2.15

Descriptors—*Aurally Handicapped, College Students, *Curriculum Development, Curriculum Evaluation, *English Curriculum, *Exceptional Child Research, Mathematical Linguistics, Reading Level, *Structural Linguistics, Student Improvement, Transformation Generative Grammar, Writing Skills

An attempt was made to investigate the hypothesis that deaf pre-college students could learn English more effectively by using a curriculum described in mathematical terms and notations where possible. An evaluation of materials based on structural linguistics was made; 56 subjects in the experimental group who used the first version of the curriculum were compared to 56 students in a control group. It was found that while the materials could be learned, there was little transfer to reading or writing. The logic of transformational generative grammar was also used with 174 students. It was not possible, however, to demonstrate experimentally the added value of the transformational generative grammar curriculum. (KN)

ED 034 342 EC 004 695

Orzak, Louis H. And Others

Day Camping and Leisure Time Recreation Activities for the Mentally Retarded.

Parents and Friends of Mentally Retarded Children of Bridgeport, Inc., Conn.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Social and Rehabilitation Service.

Pub Date Jan 69

Note—41p

EDRS Price MF-\$0.25 HC-\$2.15

Descriptors—Administration, *Camping, Community Programs, Day Camp Programs, *Exceptional Child Services, *Mentally Handicapped, Program Evaluation, Program Planning, *Recreation, Recreational Activities

An introduction to the need for day camp activities and recreational facilities for the retarded precedes a discussion of the problems involved: the recreational needs must be defined along with the nature of the programs; locations must be found; the costs of transportation and salaries must be assumed and budgeted; programs must be flexible and properly evaluated; and parents must cooperate with recreational staff. Information is supplied concerning various day camp programs with special attention on the Kennedy Center and the Y.M.C.A. Camp Tepee. Also considered is leisure time recreation centering around a program to supplement the half day school with a half day recreation program. The activities are reported as successful and it is suggested that they continue and increase. (JM)

ED 034 343 EC 004 696

Special Education and Resource Center Project, 1966-69. ESEA Title III Final Evaluation Report.

Wichita Unified School District 259, Kans.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 69

Note—218p

EDRS Price MF-\$1.00 HC-\$11.00

Descriptors—Aurally Handicapped, Community Programs, Counseling, Educable Mentally Handicapped, Educational Diagnosis, *Educational Facilities, Emotionally Disturbed, Evaluation Methods, *Exceptional Child Education, *Handicapped Children, Learning Disabilities, Low Achievers, Negro Youth, Orthopedically Handicapped, *Program Evaluation, *Special Services, Student Evaluation, Trainable Mentally Handicapped

Identifiers—Kansas

At the end of a 3-year period a diagnostic and resource center and its services were evaluated.

Questionnaires, tests, case histories, interviews, and rating scales indicated that the center was effective in creating an awareness of diagnostic needs and programs and in providing educational programs, psychological services, medical services, and therapy for handicapped children. The following supportive services were provided: parental counseling, consulting for supplementary and/or regular classrooms, resource materials and equipment, and mobility orientation. In addition, placement was provided for nearly 200 pupils; academic growth was shown; pupils improved in skill areas, attitudes, and ability to function in group activities; and 53 pupils were able to return to regular classroom programs. Reactions to all services were commendatory, efficient diagnostic and screening procedures were developed, and effective classroom programs were established. The project demonstrated that a school oriented center could coordinate activities involving schools, patrons, and community agencies. (Author/JM)

ED 034 344 EC 004 697

A Report of the 1969 Introductory and Advanced Institutes in Programed Instruction and Instructional Systems for Teachers of the Deaf.

New Mexico State Univ., Las Cruces. Southwest Regional Media Center for the Deaf.

Spons Agency—Office of Education (DHEW), Washington, D.C. Captioned Films for the Deaf Branch.

Pub Date 69

Contract—OEC-4-7000183-0183

Note—49p

EDRS Price MF-\$0.25 HC-\$2.55

Descriptors—*Aurally Handicapped, *Exceptional Child Education, Program Descriptions, *Programed Instruction, *Program Evaluation, *Summer Institutes, Teacher Attitudes, Teacher Education, Teacher Evaluation

To provide participants with intensive training in programed instruction, to make them more knowledgeable consumers of programed instruction materials, and to develop programming skills on a professional level so that they could apply the systems approach in development of instructional materials, two training institutes were initiated. A total of 44 teachers of the deaf participated in the institutes which lasted 5 weeks each during the summers of 1968 and 1969. Included are the calendar of events, the instructional program log, programmed instructional material developed by the institutes, administrative details, social activities, and evaluations. The overall evaluation was that the institutes were well designed and helpful; a complete breakdown of evaluated areas is provided. Also presented are summaries of the evaluations, the instructor evaluation form, the consultant evaluation form, recommendations, and a roster and photograph of staff, instructors, and participants. (JM)

ED 034 345 EC 004 701

Physical Education and Recreation for Handicapped Children; Proceedings of a Study Conference on Research and Demonstration Needs.

American Association for Health, Physical Education and Recreation, Washington, D.C.; National Recreation and Park Association, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Education for the Handicapped.

Pub Date [68]

Contract—OEC-0-9-182704-2470(032)

Note—91p

Available from—AAHPER, 1201 16th St., N.W., Washington, D.C. 20036

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Aurally Handicapped, Camping, Community Recreation Programs, Evaluation Needs, *Exceptional Child Education, *Handicapped Children, Mentally Handicapped, *Physical Education, Physically Handicapped, *Program Evaluation, *Recreational Programs, Recruitment, Services, Visually Handicapped

Included are articles on the status of physical education for the retarded, the visually handicapped, the hearing impaired, and the emotionally disturbed. Concepts in research and demonstration needs in physical education and recreation for the physically handicapped are presented. Papers consider the status of recreation for the handicapped as related to the following: community agencies, institutions, and

schools. Also discussed are research on recreation camping, an assessment and evaluation of projects, the methods of collecting and disseminating information, legislation, recruitment and training, and available services. (JM)

ED 034 346 40 **EC 004 721**
Foulke, Emerson

The Comprehension of Rapid Speech by the Blind: Part III. Final Report.

Louisville Univ., Ky. Non-Visual Perceptual Systems Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-1050

Pub Date 1 Sep 69

Grant—OEG-4-10-127

Note—168p.

EDRS Price MF-\$0.75 HC-\$8.50

Descriptors—Age Differences, Attitudes, *Comprehension, Electromechanical Aids, *Exceptional Child Research, Intelligence Differences, Listening Comprehension, Oral Reading, Reading Speed, *Speech Compression, *Visually Handicapped

Accounts of completed and ongoing research conducted from 1964 to 1968 are presented on the subject of accelerated speech as a substitute for the written word. Included are a review of the research on intelligibility and comprehension of accelerated speech, some methods for controlling the word rate of recorded speech, and a comparison of electromechanical and dichotic speech compression. Further discussions presented are the following: reaction time as an indicator of the intelligibility of time compressed words; the comprehension of compressed speech; listening comprehension as a function of intelligibility and word rate; a survey of the acceptability of rapid speech; preference of listening rate of college students of moderately difficult literary material; the influence of age, grade, and intelligence on comprehension of compressed speech; the rate of oral reading; the Louisville conference on time compressed speech; and summaries of other experiments. (JM)

ED 034 347 40 **EC 004 722**
Diller, Leonard And Others

Psychological and Educational Studies with Spina Bifida Children. Final Report.

New York Univ., N.Y. Inst. of Physical Medicine and Rehabilitation.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Education for the Handicapped.

Bureau No.—BR-5-0412

Pub Date 28 Jul 69

Grant—OEG-32-42-8145-5020

Note—135p.

EDRS Price MF-\$0.75 HC-\$6.85

Descriptors—*Academic Achievement, Amputees, Arithmetic, *Exceptional Child Research, Individual Characteristics, *Intelligence, Intelligence Differences, *Personality, *Physically Handicapped, Prostheses, Psycholinguistics, Reading Achievement, Social Factors, Student Placement

To measure school achievements in spina bifida children, to relate these measures to certain variables, to obtain information on educational problems, and to study facets of cognition and its changes with age, 77 spina bifida children and 53 amputees (all aged 5 to 15) were tested. Sixty non-disabled children were at times used for controls. The findings indicated that children with spina bifida and hydrocephalus lagged behind other handicapped children in reading, arithmetic, psycholinguistic abilities, richness of interpersonal recall, and listing of occupations. The spina bifida hydrocephalic children showed better performance in verbal ability than in performance skills and tended to act socially deprived regardless of verbal intelligence. Non-hydrocephalic and amputee children seemed to show normal social awareness. Indications are that spina bifida children need earlier attention to avoid misplacement in academic levels and to help prevent cognitive and academic problems. Extensive appendixes and tables are provided. (Author/JM)

ED 034 348 40 **EC 004 723**
Carter, John L.

Effects of Visual and Auditory Background on Reading Achievement Test Performance of Brain-Injured and Non Brain-Injured Children.

Houston Univ., Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-7053

Pub Date Aug 69

Grant—OEG-0-8-087053-4402(032)

Note—32p.

EDRS Price MF-\$0.25 HC-\$1.70

Descriptors—*Attention, Aural Stimuli, *Exceptional Child Research, Learning Disabilities, *Minimally Brain Injured, Reading Comprehension, Reading Tests, *Task Performance, Visual Perception, Visual Stimuli

Forty-two brain injured boys and 42 non brain injured boys (aged 11-6 to 12-6) were tested to determine the effects of increasing amounts of visual and auditory distraction on reading performance. The Stanford Achievement Reading Comprehension Test was administered with three degrees of distraction. The visual distraction consisted of either very few items per page, a normal amount of items, or pages with a superimposed jigsaw puzzle design; the auditory distraction was supplied by a tape recording of school sounds. Distractions did not affect the reading performance of either group, did not affect the brain injured any more than the normal, and there was no trend for comprehension to decrease concomitantly under combined increases of visual and auditory distractions. The high dual distraction negatively affected the non brain injured group more than the brain injured group. The conclusion was that the basic assumptions of teaching materials and methodology for brain injured children should be reevaluated. (Author/JM)

ED 034 349 40 **EC 004 724**
Hanson, Grace Haen And Others

Relationships among Audiological Status, Linguistic Skills, Visual-Motor Perception, and Academic Achievement of Deaf Children. Final Report.

Texas Univ., Austin.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-2353

Pub Date Jul 69

Grant—OEG-4-7-002353-2051

Note—94p.

EDRS Price MF-\$0.50 HC-\$4.80

Descriptors—*Academic Achievement, *Aurally Handicapped, Deaf, *Exceptional Child Research, Language Ability, *Perception, Perception Tests, Perceptual Motor Coordination, *Psycholinguistics, Reading Tests, Visual Perception

To determine whether interrelationships existed among visual motor perception, linguistic skills, academic achievement, and the audiological status of deaf children, 199 subjects functioning from dull normal to superior in intelligence (aged 5.6 to 11) were studied. The results of the testing revealed that visual-motor-perceptual dysfunction is more frequently found in deaf than hearing children, and this lag does not seem to be the result of brain damage; a visual perceptual lag is more often found in those who test at a dull normal level; and a positive relationship exists between visual motor perception and intelligence, linguistic ability, and academic status. Some recommendations were that differential diagnostic testing should include assessment of visual motor perceptual functioning, training in this function should be emphasized throughout elementary school, motor encoding should be used for concept learning, a refined teacher evaluation scale for assessing language is needed, and further studies along these lines should be made. (Author/JM)

ED 034 350 **EC 004 726**
Battin, R. Ray Haug, C. Olaf

Speech and Language Delay: A Home Training Program.

Pub Date 68

Note—76p.

Available from—Charles C. Thomas, Publisher, 301-327 East Lawrence Ave., Springfield, Illinois 62703 (\$5.50)

Document Not Available from EDRS.

Descriptors—Auditory Training, Aurally Handicapped, *Exceptional Child Education, Home Programs, Language Development, *Language Handicapped, Memory, Motivation, Parent Participation, Parent Role, Retarded Speech Development, *Speech Handicapped, Speech Therapy, *Teaching Methods, Visualization. Designed by the authors as an aid to parents of children with speech and language delay, the

book includes information on how language and speech develop, discipline training for children with a speech delay, suggestions for an educational program, methods of stimulation and motivation, training the ear, and auditory and visual memory. Also discussed are the problems of the hearing impaired child and the parent as a teacher. A bibliography, appendixes of children's books, records, organizations, and directories, journals, and magazines are presented. (JM)

ED 034 351 **EC 004 727**
Fusfeld, Irving S., Ed.

A Handbook of Readings in Education of the Deaf and Postschool Implications.

Pub Date 67

Note—380p.

Available from—Charles C. Thomas, Publisher, 301-327 East Lawrence Ave., Springfield, Illinois 62703 (\$18.00)

Document Not Available from EDRS.

Descriptors—Academic Education, Administration, Auditory Evaluation, *Aurally Handicapped, *Educational Programs, Etiology, *Exceptional Child Education, Guidance Services, Hearing Aids, *Identification, Language Development, Multiply Handicapped, Parent Role, Preschool Programs, Psychological Evaluation, Regular Class Placement, Teacher Education, Teaching Methods, Vocational Education, *Vocational Rehabilitation

Articles ranging from medical and technical aspects of deafness to its social and psychological implications are included in the collection. Discussed are the basic principles of educating the deaf and a history of that education, the causes of hearing loss in children, the necessity of early assessment, and some current trends and problems in education. Further presentations concern preschool training, the types of school organization and child placement, several aspects of school programs (including academic subjects), the development and problems of communication, the accomplishments and training of teachers, aspects of auditory amplification in actual use, vocational preparation, guidance services, and the role of the family in education. Attention is also given to the appraisal of problems, the difficulties of multiply handicapped children, psychological considerations, research, rehabilitation, and prospects after formal education is completed. (JM)

ED 034 352 **EC 004 732**
Quigley, Stephen P.

Research on Some Behavioral Aspects of Deafness.

Illinois Univ., Urbana. Inst. of Research for Exceptional Children.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date Aug 69

Note—21p.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—Academic Ability, Administrator Evaluation, *Aurally Handicapped, *College Choice, College Students, *Exceptional Child Research, *Finger Spelling, Language Ability, Manual Communication, Occupational Surveys, Program Evaluation, Research Reviews (Publications), Residential Schools, Standards, *Supervisors

One of three projects included examined the effects of combined speech and fingerspelling on the development of language and communication using a survey of over 200 subjects from six residential schools. The results showed that fingerspelling in combination with speech leads to improved achievement, shows no detrimental effects on the acquisition of oral skills, is best with young children, and is useful enough to indicate that those working with the deaf should be familiar with manual communication. A second study was conducted to determine the success of the deaf attending regular institutions of higher education. Results indicated that those attending regular institutions came from socioeconomic backgrounds similar to the general college population, their school background was generally in oral residential schools, and successful completion depended simply on academic ability. An ongoing project to investigate occupational status is mentioned. Results of a survey concerning supervision and supervisors in programs for the deaf indicated the following needs: increased supervision, improved quality of supervision, setting professional standards for supervisors, and discussion and resolution of problems in supervision by professional persons in education. (JM)

ED 034 353

Robeck, Mildred C.

California Project Talent: Acceleration Programs for Intellectually Gifted Pupils.

California State Dept. of Education, Sacramento. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 68

Note—185p.

EDRS Price MF-\$0.75 HC-\$9.35

Descriptors—Ability Identification, *Accelerated Programs, *Administration, Case Studies (Education), Classroom Arrangement, Counseling, Counselor Role, Curriculum Design, *Exceptional Child Education, *Gifted, Parent Counseling, Program Administration, *Program Evaluation, Records (Forms), Research Reviews (Publications), Student Evaluation, Student Placement

Identifiers—California

A description of Project Talent includes discussions of preceding research indicating that acceleration was effective and beneficial and outlines provisions utilized for acceleration (early admission, ungraded primary and elementary, individual and advanced placement, grade skipping, combination grades, and time compression). Detailed are the administrative procedures involving the advantages and problems of the program and the establishment of new programs, and the identification and placement of pupils in connection with the role of psychologists, counselors, and psychometrists, plus the counseling of pupils, parents, and teachers. The curriculum for the grade 3 summer session, with its goals, content, organization, and evaluation is provided. Functions and selections of case studies as used in the process of identification, and the study of intellectual development of the accelerate are discussed along with counseling methods. Evaluations are presented of the California Project Talent program, Pasadena's acceleration program, the Ravenswood program, and the placement of individuals in the California program. Also included are eight recommendations for the future, research suggestions, appendixes, and tables of results. (JM)

ED 034 354

EC 004 734

Guidebook for Classes in Special Education.

Arkansas State Dept. of Education, Little Rock. Div. of Instructional Services.

Pub Date 69

Note—62p.

EDRS Price MF-\$0.50 HC-\$3.20

Descriptors—*Administration, Administrator Responsibility, Aurally Handicapped, Classroom Design, Educable Mentally Handicapped, *Exceptional Child Education, *Handicapped Children, Home Economics, Home Instruction, Learning Disabilities, Orthopedically Handicapped, *Program Planning, Speech Therapy, Teacher Certification, Teacher Responsibility, Trainable Mentally Handicapped, Visually Handicapped, Vocational Education

Identifiers—Arkansas

Statements are made concerning the philosophy of special education classes, the role of the State Department of Education in them (including background and financial assistance available), and the steps in setting up a special education program (administrative responsibilities, selection and placement, and parent consultation). Programs are discussed in terms of eligibility, class size and age range, physical plant, educational program, and teacher requirements. Program standards included are those for educable retarded, trainable retarded, children with learning disabilities, visually handicapped, hard of hearing, orthopedically handicapped, children with special health problems, speech therapy, homebound instruction, and educational examiners. Standards for scheduling, reporting, and dismissal, vocational training in home economics, and cooperative programs are also presented. (JM)

ED 034 355

EC 004 737

Program for Exceptional Children; Handbook—Educational and Psychological Assessment.

Georgia State Dept. of Education, Atlanta. Div. of Special Education and Pupil Personnel Services.

Pub Date 68

Note—36p.

EDRS Price MF-\$0.25 HC-\$1.90

EC 004 733

Descriptors—Administration, *Exceptional Child Education, Intelligence Quotient, Psychoeducational Processes, Records (Forms), Referral, *State Programs, *Testing

Identifiers—Georgia

The handbook is presented as a method for evaluating individual exceptional children and selecting the best program for their needs. Discussed are the responsibilities of state and local programs, methods of selection, local referral systems, arrangements for testing on the state and local level, procedures to be used by evaluators and the local system, information on IQ and mental age, the role of the psycho-educational evaluator and his reports, and a suggested outline for psycho-educational and psychometric reporting. Forms included are the request for testing, the referral form, the contract for guarantee of payment, the report of services, criteria for evaluators, and evaluator candidate data. (JM)

ED 034 356

EC 004 738

Regulations and Procedures; Program for Exceptional Children.

Georgia State Dept. of Education, Atlanta. Div. of Special Education and Pupil Personnel Services.

Pub Date Jun 69

Note—43p.

EDRS Price MF-\$0.25 HC-\$2.25

Descriptors—Administrative Policy, Aurally Handicapped, *Educable Mentally Handicapped, *Educational Programs, Emotionally Disturbed, *Exceptional Child Education, *Handicapped Children, Learning Disabilities, Multiply Handicapped, Psychological Services, Speech Handicapped, *State Programs, Trainable Mentally Handicapped, Visually Handicapped

Identifiers—Georgia

Discussed are the support of the State Department of Education, the responsibilities of a program for exceptional children, responsibilities of the local school system, and teacher approval and certification. A definition, types of programs, enrollment and placement, equipment and facilities, and goals are presented for each of the following exceptionalities: emotionally disturbed, hearing impaired, the hospital or home bound, educable mentally retarded, trainable mentally retarded, multiply handicapped, speech impaired, and visually impaired. Information is also presented on psychological services and special learning disabilities. (JM)

ED 034 357

EC 004 740

Special Problems, Special Solutions: Handbook for Teachers of the Visually Handicapped.

Georgia State Dept. of Education, Atlanta. Div. of Special Education and Pupil Personnel Services.

Pub Date 69

Note—51p.

EDRS Price MF-\$0.25 HC-\$2.65

Descriptors—Administration, Braille, *Educational Programs, *Exceptional Child Education, Instructional Materials, Instructional Staff, Multiply Handicapped, Sensory Aids, Special Services, *State Programs, Teacher Aides, *Visually Handicapped

Identifiers—Georgia

Discussed in the handbook are the definitions and standards of eligibility for the special education program, the organization of the program (resource teachers, itinerant, multisystem, and multiply handicapped programs), and the problems if no special teacher is available. Information is given on special materials: registration of the legally blind, materials available on federal quota, methods of ordering them, repair of brailers, the instructional materials reference center, library facilities, and large print books. Also detailed are requirements for teacher certification and job descriptions of the local director, principal, regular teacher, resource/itinerant teacher, aides, mobility specialists, other school personnel, and consultants. The responsibilities of the Georgia school system and the library for the blind and physically handicapped are mentioned. Also considered are the needs for interested teachers, adequate materials, and an imaginative approach. (JM)

ED 034 358

EC 004 741

Carabo-Cone, Madeleine

A Sensory-Motor Approach to Music Learning. Book I - Primary Concepts.

Pub Date 69

Note—48p.

Available from—MCA Music, 445 Park Avenue, New York, N.Y. 10022 (\$2.95)

Document Not Available from EDRS.

Descriptors—*Exceptional Child Education, Learning Motivation, Multisensory Learning, Music Activities, *Music Education, Perceptual Motor Learning, Primary Grades, *Teaching Methods

Identifiers—Carabo Cone Method

The psychological background of the Carabo-Cone Method of teaching music, which is based on the theory that structured subject matter can be assimilated if translated into a concrete exploratory environment is discussed. Comparison is made with other methods (Montessori, Dalcroze, Orff, Suzuki, and Kodaly), and the arrangement of the room as a learning environment and the musical staff as a mental gymnasium are considered. Attention is given to the child's own body as a learning aid, his motivation, the mental and visual focus of attention, methods of building skills, some general suggestions for teachers, and descriptions of the rest of the Carabo-Cone Method series of pamphlets. (JM)

ED 034 359

EC 004 742

Trainable Mentally Retarded; A Guide to Programming.

Georgia State Dept. of Education, Atlanta. Div. of Special Education and Pupil Personnel Services.

Pub Date 69

Note—20p.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—Communication Skills, *Exceptional Child Education, Language Development, Mentally Handicapped, Physical Development, *Program Guides, Program Planning, Sensory Training, Social Adjustment, *Trainable Mentally Handicapped, Vocational Development

Development of the following aspects in programming for the trainable is discussed: communication skills, motor coordination, emotional adjustment, self concept, self care and health, social adjustment, recreational activities, safety, moral and spiritual values, and aesthetic appreciation and economic usefulness. Curriculum activities presented consist of sensory and emotional development (using clay, painting, sand, drawing, cutting, and pasting), language development (conversation period, story telling, finger plays, and dramatization), social adjustment (rest, play, music, rhythms, instruments, and listening), physical development, and economic usefulness (lunch program, meal preparation, household activities, outdoor activities, and woodworking). Appendixes include lists of equipment and activities. (JM)

ED 034 360

EC 004 743

Association for Education of the Visually Handicapped Biennial Conference (Forty-Ninth, Toronto, Canada, June 1968).

Association for the Education of the Visually Handicapped, Philadelphia, Pa.

Pub Date Jun 68

Note—119p.

EDRS Price MF-\$0.50 HC-\$6.05

Descriptors—Cooperative Programs, *Educational Needs, *Exceptional Child Education, Instructional Materials Centers, Intelligence Quotient, Multiply Handicapped, Physical Activities, Research Reviews (Publications), Rubella, Self Care Skills, Sex Education, Space Orientation, *Visually Handicapped, Visual Perception

Essays on the visually handicapped are concerned with congenital rubella, an evaluation of multiply handicapped children, the use and abuse of the IQ, visual perception dysfunction, spatial perceptions in the partially sighted, programs in daily living skills, sex education needs, and physical activity as an enhancement of functioning. Other articles discussed deal with physical activity to stimulate learning, a report on listening research, library needs, instructional materials reference center, agency cooperation, and research on sex education. Also included are the following association reports: report from the president, braille authority, amendments to the constitution, necrology, the nominating committee, and the financial report and 1968 budget. (JM)

ED 034 361

EC 004 747

Jacobs, Jerry

The Search for Help: A Study of the Retarded Child in the Community.

Pub Date 69

Note—135p.

Available from—Brunner/Mazel, Publishers, 80 East 11th Street, New York, N.Y. 10003 (\$5.95)

Document Not Available from EDRS.

Descriptors—*Educational Programs, *Exceptional Child Education, Family Problems, Family Relationship, *Identification, *Mentally Handicapped, *Mongolism, Parent Attitudes, *Parent Reaction, Physicians, Preschool Programs, Teacher Attitudes

The problems of diagnosis and prognosis of mental retardation are discussed and include the doctor parent interaction, its nature and consequences, and current outlooks as self-fulfilling prophecies. Aspects of educational programs treated are referral to available facilities, parent and child background, preschool programs, the retarded as teachers, education after preschool, evaluation of the preschool program by parents, teaching methods, administrative concerns, teacher preparedness, and teacher education. Attention is also given to the child's effect on the family: infantile, institutional care, daily problems, adolescence and adulthood, care of the child upon the death of the parents, and effects on the parents and siblings. (JM)

ED 034 362 EC 004 748

Eissler, Ruth S. *And Others*
The Psychoanalytic Study of the Child, Volume XXIV.

Pub Date 69

Note—556p.

Available from—International Universities Press, Inc., 239 Park Avenue South, New York, N.Y. 10003 (\$12.00)

Document Not Available from EDRS.

Descriptors—Anxiety, Case Studies (Education), Creativity, Drug Abuse, Early Childhood, *Emotionally Disturbed, *Exceptional Child Education, Fear, Poetry, Psychiatry, *Psychological Patterns, *Psychopathology, Psychotherapy, Psychotic Children, Self Concept, Sexuality, Verbal Communication

Articles on psychoanalytic theory concern libidinal object constancy and mental representation, the unrememberable and unforgettable (repression), and the motive, meaning, and causality of anthropomorphism. Discussions of normal and pathological development include the following: levels of verbal communication in the schizophrenic child, a review of a film dealing with 9 days in a residential nursery, the fetish and the transitional object, the imaginary companion, dreams as visual superego forerunners, the vicissitude of childish omnipotence, the psychology of artistic creativity, ambiguous wording in relation to a toilet phobia, and the development of a psychic apparatus. Clinical studies are concerned with borderline states, diagnosis of paranoia, analysis in relation to developmental stages, drug use in adolescents, and effects of parent death. Studies of the applications of analysis are presented on criminal law in riot control and the relationship of creative activity and intrapsychic functioning in the poetry of Keats. (JM)

ED 034 363 40 EC 004 749

Hebeler, Jean R. *Simms, Betty H.*

In-Service Program for Teachers of Educable Mentally Retarded Children. Final Report.

Maryland Univ., College Park.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No—BR-5-0407

Pub Date Apr 69

Grant—OEG-5-0407-4-11-3

Note—62p.

EDRS Price MF-\$0.50 HC-\$3.20

Descriptors—Classroom Environment, Curriculum Evaluation, *Exceptional Child Research, *Inservice Teacher Education, *Internship Programs, *Program Evaluation, Teacher Attitudes, Teacher Behavior, Teacher Education, Teacher Evaluation

To extend and modify university teacher education to meet the needs of noncertified special class teachers, to improve the classroom program and to provide the opportunity for certification, 26 teachers took part in a 2 year educational program. Formal course work was combined with internship activities in which actual classroom assistance was provided by university or school system personnel. Case studies were used for study and actual practice. As a result of this program all teachers were certified; the merging of formal courses and internship was successful in 24 out of the 26 cases; and problems were dealt

with generally in classes and more specifically by classroom visits. Alternative teaching methods and materials were explored, and most of the group came to value a functional curriculum and the development of new skills based on sequential steps. References, an appendix, and a list of tables are included. (Author/JM)

ED 034 364 40 EC 004 750

Scholl, Geraldine T.

Development of Self-Study Instruments for Use in Accrediting. Final Report.

National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, New York, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Education for the Handicapped.

Bureau No—BR-8-8023

Pub Date Jul 69

Grant—OEG-0-8-088023-3633(032)

Note—58p.

EDRS Price MF-\$0.50 HC-\$3.00

Descriptors—Accreditation (Institutions), Evaluation Methods, *Exceptional Child Research, *Program Evaluation, *Residential Schools, Self Evaluation, *Visually Handicapped

To evaluate the Self-Study and Evaluation Guide for Residential Schools as an instrument for self-study which precedes the actual accreditation process, a staff reaction form was utilized in five schools for the blind. The reaction form consisted of information on the individual responding, his reaction to the total Guide, and his reaction to specific sections of the Guide. A total of 275 inquiries (85.4%) were returned with the following results: the Guide was considered deficient as a mechanism for describing programs for the multiply handicapped and for describing the role of houseparents in the school program; certain schools encountered difficulties in adapting the context of the Guide to their individual situation; but overall the Guide was found to be appropriate and useful for describing programs. Appendixes include the forms used, and tables present specific data collected. (Author/JM)

ED 034 365 40 EC 004 751

Mahaffey, Robert B.

Relationship of Selected Aspects of Hearing to Speech Disorders. Final Report.

University of Southern Mississippi, Hattiesburg.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Education for the Handicapped.

Bureau No—BR-7-D-055

Pub Date Jun 69

Grant—OEG-4-8-070055-0026-032

Note—21p.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—*Audition (Physiology), Auditory Perception, Ears, *Exceptional Child Research, Feedback, *Personality, Sensory Integration, *Speech, *Time Perspective

To determine if a relationship exists between temporal patterns of hearing and temporal patterns of speech, and between personality and temporal patterns of speech and hearing, normally hearing subjects were measured on the following: Critical Fusion Frequency, tone burst durations, fusion over silent intervals, interrupted speech, interrupted synthetic sentences, interrupted numbers, paired comparisons of tone burst durations, and the Eysenck Personality Inventory. Results indicated that the longer the phonation time and pause time of speech, the longer the integration time of hearing. It was suggested that the time involved in hearing affects the ease with which a person processes another's speech. Phonation time and pause time were thought to be related to the ability of the auditory system to bridge silent intervals. The left ear appeared to be more sensitive to speech timing than the right ear. Significant correlations existed between personality measure and timing measures of speech and hearing, but data did not indicate whether personality measures dictated the speech and hearing measures. (JM)

ED 034 366 40 EC 004 752

An Experimental Study of the Clinical Acquisition of Behavioral Principles by Videotape Self-Confrontation. Final Report.

Denver Univ., Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Education for the Handicapped.

Bureau No—BR-7-1319

Pub Date Jun 69

Grant—OEG-8-071319-2814

Note—91p.

EDRS Price MF-\$0.50 HC-\$4.65

Descriptors—Behavior Change, Evaluation Methods, *Exceptional Child Research, Feedback, Reinforcement, *Self Evaluation, *Speech Therapists, Student Attitudes, Student Evaluation, Teacher Education, *Video Tape Recordings

To determine the effect of videotape self-confrontation as a training device for speech clinicians, 30 students participated in a 12 month study. Ten experimental subjects were assigned to single confrontation, 10 to double confrontation, and 10 were control subjects. Each confrontation subject used a therapy matrix and scored his therapy session as he observed it. Each double confrontation subject was videotaped while completing the same process; he then watched himself watching himself. The student was able to study the sequence of events and the responses of himself and his clients. There was little difference between the single and double confrontation for most students, but for those with relatively poor self concepts significant shifts were made toward higher self esteem in double confrontation. A significant decrease in the number of negative reinforcements used in therapy was noted but there was no difference in the number of positive reinforcements used by the experimental subjects. Tables of findings, implications for the future, and appendixes are included. (Author/JM)

ED 034 367 40 EC 004 753

Craig, William N. *Collins, James L.*

Communication Patterns in Classes for Deaf Students. Final Report.

Pittsburgh Univ., Pa. School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-7-0640

Pub Date Jun 69

Grant—OEG-0-8-000640-1863(032)

Note—100p.

EDRS Price MF-\$0.50 HC-\$5.10

Descriptors—Age Differences, *Aurally Handicapped, *Classroom Communication, *Classroom Observation Techniques, Communication (Thought Transfer), *Exceptional Child Research, *Interaction Process Analysis, Manual Communication, Oral Communication, Student Teacher Relationship, Teaching Methods

To develop a system for making systematic observations of classroom communicative interaction, to provide guidelines for its utilization, and to suggest applications of this system to problems in the development of communication skills, 94 deaf children were directly observed in class interaction. An evaluation instrument was developed from the Flanders system and employed 20 categories and 11 modes of description. Results showed that in all grade levels the majority of communication was teacher initiated, but that at higher levels there was a gradual increase in student response and initiation. Questioning and informing were the two most frequently observed categories used by teachers in both language-dependent and specialized instruction; these categories were also the ones used most frequently by students in initiating communication. The oral mode was predominant at primary and intermediate levels in the day and residential schools in which data was gathered, but non-oral modes increased noticeably on the high school level in the residential school but not in the day school. Suggestions were that this instrument be used in further research in an effort to adjust the behavior of students and teachers. (JM)

ED 034 368 EC 004 762

Dental Care for the Mentally Retarded; A Handbook for Ward Personnel.

Alabama Univ., Birmingham. Dental Advisory Committee.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Social and Rehabilitation Service.

Pub Date 68

Note—48p.

EDRS Price MF-\$0.25 HC-\$2.50

Descriptors—*Attendant Training, *Dental Health, *Exceptional Child Services, Habit Formation, Health Programs, Hygiene, Institutionalized (Persons), *Mentally Handicapped, Self Care Skills

Included in a handbook are discussions on general information for dental health for the institutionalized retarded, their need for dental care, the attendant's role in providing care, dental information for the attendant, how and when to use a toothbrush, care of toothbrushes and equipment, and indications of abnormal mouth conditions. Information is also presented on the development of programs of dental care according to cottages or wards of residents who can brush on their own, who can partially brush, or who are incapable of brushing. Recommendations for a successful dental program are outlined; photographs and charts are used throughout. (JM)

ED 034 369 40 EC 004 763

Brill, Richard G. And Others
Pilot Program with Seriously Emotionally Disturbed Deaf Children. Final Report.
California School for the Deaf, Riverside.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2422

Pub Date Jun 69

Grant—OEG-4-7-062422-0208

Note—348p.

EDRS Price MF-\$1.50 HC-\$17.50

Descriptors—Adjustment (to Environment), Arithmetic, *Aurally Handicapped, *Behavior Change, *Case Studies (Education), Clinical Diagnosis, *Emotionally Disturbed, *Exceptional Child Research, Parent Attitudes, Parent Counseling, Program Evaluation, Reading Achievement, Reinforcement, Student Evaluation

To modify behavior and teach basic skills and subject matter, 16 emotionally disturbed deaf boys were involved in a pilot project to enable them to return to regular classes. The program featured a small staff-pupil ratio, application of behavior modification techniques, engineered instruction, individualized self-instructional curriculum materials, coordinated classroom and dormitory activities, manual communication, and parent education. Results showed that changes in class conduct and self-control were significant; reading skills showed good improvement; significant gains were made in arithmetic; interpersonal rapport improved among the boys and also with adults; and parents were enthusiastic about changes in their children. One of the 16 boys is deceased, one returned to a psychiatric hospital, and eight of the remaining 14 became successful participants in regular classes for the deaf. Extensive appendices, tables, lists of figures pertaining to the project results, and case studies are included. (Author/JM)

ED 034 370 40 EC 004 784

Thomas, Alexander
Retardation in Intellectual Development of Lower-Class Puerto Rican Children in New York City. Final Report.

New York Univ., N.Y. Medical Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Education for the Handicapped.

Bureau No—BR-5-0359

Pub Date May 69

Grant—OEG-5-0359-4-11-4

Note—64p.

EDRS Price MF-\$0.50 HC-\$3.30

Descriptors—*Academic Achievement, Behavior Patterns, Bilingualism, Cultural Pluralism, *Disadvantaged Youth, Educational Needs, Evaluation Methods, *Exceptional Child Research, Family Environment, *Family Influence, Intellectual Development, Intelligence Differences, Parent Attitudes, Parent Child Relationship, Parent Role, *Puerto Ricans, Reading Achievement, Testing, Testing Problems

To study the home environment of the Puerto Rican as it relates to the children's academic achievement, 45 working class families were interviewed and these variables were investigated: achievement, classroom behavior inventory in relation to academic achievement, the effect of bilingualism on academic achievement, the influence of examiner testing style on the WISC performance, and the stability and change in IQ of Puerto Rican preschool children as compared to white middle class children. The results indicated that parents were greatly interested in multiple aspects of their children's education, and although these children were generally below the norm in reading ability, the fault seemed to lie

not with home environment but with the school. It was found that the behavior inventory of the children with highest reading levels was in the upper half of the scoring range and those with the lowest reading scores were in the lower half. Bilingual children did not appear to have a language development deficiency, but examiner testing style did appear to affect total score. Over a 3-year period, the intellectual level of both Puerto Rican and white middle class children tended to remain fairly stable. (JM)

ED 034 371 40 EC 004 785

Love, Russel J.

Effects of Sensory Modality Stimulation on the Dysarthria of Cerebral Palsy.

Vanderbilt Univ., Nashville, Tenn. Div. of Hearing and Speech Science.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Education for the Handicapped.

Bureau No—BR-52-2043

Pub Date Aug 69

Grant—OEG-0-9-522043-2326(032)

Note—22p.

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—Age Differences, Articulation (Speech), Aural Stimuli, *Cerebral Palsy, *Exceptional Child Research, Intelligence Quotient, Sensory Training, Sex Differences, *Speech Handicapped, Speech Improvement, Speech Tests, *Speech Therapy, Verbal Stimuli, Visual Stimuli

To explore the efficacy of improving the dysarthria of cerebral palsy under conditions of aural stimulation, visual stimulation, and combined aural-visual stimulation, 22 subjects (aged 7.6 to 19.0 years) received intensive stimulation for word limitation for 22 consecutive school days. The 87 words of the Irwin Integrated Articulation Test were randomized and presented over a series of nine stimulations of four new words each day. The results were that combined aural-visual stimulation produced fewer errors than aural stimulation alone; errors from visual stimulation alone could not be meaningfully calculated. Words under aural-visual stimulation were rated as significantly improved from the third to the twentieth day but were still considered below average on the scale. The difficulty of sound production did not differentiate conditions analyzed according to manner of articulation or place of articulation. Voicing improved under aural-visual stimulation, but negligible correlations were obtained with sex differences, age, and IQ. Indications were that brief periods of cumulative imitation under aural-visual stimulation can bring about better motor control for articulation in cerebral palsy. (Author/JM)

ED 034 372 40 EC 004 786

MacKinnon, Ronald C. Elliott, Charles

A Comparison of an Achievement Battery with Two Tests of Ability with Educable Mental Retardates. Final Report.

Florida State Univ., Tallahassee.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Education for the Handicapped.

Pub Date Aug 69

Grant—OEG-0-9-19061-0774(032)

Note—14p.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—Achievement Tests, *Aptitude Tests, Comparative Testing, Correlation, Educable Mentally Handicapped, *Exceptional Child Research, Group Tests, Individual Tests, Intelligence Tests, *Mentally Handicapped, Testing, Testing Problems, *Test Validity

To find the concurrent validity of two scholastic aptitude tests when a scholastic achievement test was used as a criterion for use in placement of mentally retarded children, 127 subjects were involved. The California Achievement Test (CAT) was used as a criterion measure, and the Primary Mental Abilities test (PMA) and the Slosson Intelligence Test (SIT) were used to determine the correlation of the scores with the criterion measure. The results indicated correlations of .68 between the PMA and the CAT and .62 between the SIT and the CAT. The intercorrelation of the PMA and SIT was .67. Ability subtests were analyzed to determine their correlations to the criterion. The conclusion was that when six or more children are to be tested, less time if needed and no concurrent validity is lost by using the PMA rather than the

individual test, the SIT. Tables of results are included. (Author/JM)

ED 034 373 40 EC 004 787

Ashcroft, Carolyn W.

School Achievement of the Emotionally Handicapped Child Following Clinic Treatment.

George Peabody Coll. for Teachers, Nashville, Tenn.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Education for the Handicapped.

Bureau No—BR-5-0928

Pub Date Aug 69

Grant—OEG-32-52-0120-5026

Note—71p.

EDRS Price MF-\$0.50 HC-\$3.65

Descriptors—*Academic Achievement, Counseling Effectiveness, *Emotionally Disturbed, *Exceptional Child Research, Maladjustment, Parent Attitudes, Parent Counseling, Program Evaluation, Psychotherapy, Rating Scales, *Self Concept, Self Evaluation, Testing

A series of three studies of emotionally disturbed children had, as objectives, to discover the effectiveness of clinical treatment on academic achievement and self concept and to determine if children of parents who also received counseling show more improvement than those whose parents did not. The control (C) group consisted of children who did not receive treatment, although it was recommended; the experimental (E) group consisted of those treated. The results indicated that over a 5-year period there was no significant difference in academic achievement with neither group catching up to normal peers. The E group did better immediately after treatment and then tapered off, indicating that treatment might be more helpful if continued. A second finding was that the earlier the treatment, the more improvement shown. The second study indicated that the C group had a higher sense of physical self concept and identity. It was suggested that the E group became introspective and honest with themselves during treatment, but its cessation left them without the means to utilize these characteristics for personal strength. The parental consistency study was inconclusive. Graphs and tables of results are included. (JM)

ED 034 374 40 EF 001 141

Guide for Schoolhouse Planning and Construction, Comprising Suggestions, Recommendations, and Mandatory Requirements Relating to the Construction of Public School Buildings in the State of New Jersey.

New Jersey State Dept. of Education, Trenton.

Pub Date Jan 67

Note—91p.

Available from—Director, School Building Services, State Department of Education, 225 West State Street, Trenton, New Jersey 08625 (\$1.00)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Building Materials, *Controlled Environment, *Design Needs, Equipment, Heating, Lighting, *Planning, Safety, Sanitation, *School Construction, School Location, *State Standards

This guide is designed to show architects, school board members, and educators ways to reduce the cost of school construction without impairing the educational opportunities offered to pupils, and to bring building requirements and recommendations in line with modern thinking and the newer construction materials. Its purposes are—(1) to present a convenient outline of the mandatory provisions of the school building code, (2) to point out certain design features which, although not required by the code, are considered highly desirable and are strongly recommended, and (3) to introduce, explain, interpret, or enlarge upon mandatory and recommended provisions. Introductory material includes a discussion of—(1) school planning, (2) areas for improvement, (3) site selection, (4) modernization, and (5) educational or program limitations. Specific areas covered are—(1) policy, service, and procedures relating to plan preparation, filing and approval, (2) space requirements and recommendations, (3) lighting, (4) ventilation, (5) heating, (6) sanitation, and (7) building safety. Areas of special concentration are—(1) lighting fixtures, including diagrams, and (2) building safety. (MM)

ED 034 375

Harmon, Darell Boyd
Co-ordinated Classroom Lectures.

Pub Date 49

Note—79p.; A series of lectures on vision, growth, and learning

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Biology, Child Development, *Classroom Environment, Climate Control, Design Needs, *Environmental Criteria, *Environmental Influences, Environmental Research, Evolution, Glare, Growth Patterns, Illumination Levels, Neurological Organization, Perception, Physical Environment, *Physiology, Sensory Experience, Vision, Visual Discrimination, Visual Environment, *Visual Perception

From a series of lectures, a selection of eight are oriented principally toward the biologically developing child, and the physiological operations in visual process. The numbered lectures are—(1) The Coordinated Classroom, its Philosophy and Principles, (2) An Outline of a Biological Point of View, (3) The Evolution of Structure—despite man's adaptability, he can not ignore nature's laws, (4) Some Principles of Growth and Development—material presented for the purpose of providing reader and author with a common starting point for discussing some phenomena occurring in children engaged in visually centered activities of the classroom, (5) A Dynamic Point of View, Part One—the organism constantly tries to shape itself and its internal balances to the forces in its particular surroundings to reduce the stress of those forces, (11) An Outline of Vision and Seeing, (12) Vision, Growth and Development, (13) Vision as a Dynamic Process, Part One, and (15) Vision and Lighting. Part One—promoting efficient vision requires a concern for more than quantities of light and distribution. Also included is 'An Outline for Further Study' abstracted from the series "Vision, Growth, and Development", January 1949, by D.B. Harmon. Related bibliographic material is cited throughout the work. (KK)

ED 034 376

EF 002 846

Judy, Richard W. And Others

Systems Analysis of Alternative Designs of a Faculty.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Apr 68

Note—53p.; Paper presented at the Meeting on Budgeting, Programme Analysis and Cost-Effectiveness in Educational Planning (Paris, April 3-5, 1968)

Available from—Institute for the Quantitative Analysis of Social and Economic Policy, University of Toronto, 150 St. George Street, Toronto 3, Canada

Document Not Available from EDRS.

Descriptors—*Computer Oriented Programs, Critical Path Method, *Educational Planning, Input Output Analysis, *Operations Research, *Systems Analysis, Systems Approach

In illustrating how systems analysis can aid university planning, a report is presented of the early results of the application of systems analysis to problems of planning in the Faculty of Medicine, University of Toronto. Analysis is reported of various alternative policies concerning enrollment, curriculum, involvement of teaching, hospitals, teaching loads, and group size. The analysis was conducted with the aid of a highly modular and very flexible computerized simulation model. Certain problems of accomplishment and implementation are discussed. (FS)

ED 034 377

EF 003 295

Bednar, Michael J. Haviland, David S.

The Role of the Physical Environment in the Education of Children with Learning Disabilities.

Rensselaer Polytechnic Inst., Troy, N.Y. Center for Architectural Research.

Spons Agency—Educational Facilities Labs., Inc., New York, N.Y.

Pub Date Mar 69

Note—102p.

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Acoustical Environment, *Environmental Influences, *Exceptional Child Education, Facility Case Studies, Interior Space, *Learning Disabilities, Light, Perceptually Handicapped, *Physical Environment, Psychomotor Skills, *Special Education

EF 002 332

Current thinking on the role of the physical environment in special education is summarized in this report. The material has been synthesized into a "position" that has been developed through widespread contacts with special educators and architects interested in the problem. The paper develops this position in nine topical areas—(1) the concern, (2) exceptionality, (3) learning disabilities, (4) special education, (5) role of environment, (6) environmental variables, (7) environmental conceptualizations, (8) program factors, and (9) directions. The primary attempt has been to underscore the issues and to lay some ground-work for future efforts. [Not available in hard copy due to widespread marginal legibility of original document.] (RK)

ED 034 378

EF 003 362

White, Ruth M.

The School-Housed Public Library—A Survey.

American Library Association, Chicago, Ill. Public Library Association.

Pub Date 63

Note—67p.; The Public Library Reporter, Number 11

Available from—American Library Association, 50 E. Huron Street, Chicago, Illinois 60611 (\$1.75)

Document Not Available from EDRS.

Descriptors—Bibliographies, *Library Facilities, Library Planning, Library Programs, *Library Services, *Library Standards, *Library Surveys, *Public Libraries, School Libraries, Use Studies

A comparison is made between adult services offered by public library branches located in school buildings and the services offered by independently housed branches. No recommendations are made but the report presents a summary of replies received to questionnaires sent to 70 public library systems that have branches in schools, and to 84 main public libraries located in schools. The questionnaire was based on the public library standards concerning service to adults. A bibliography is included. (FS)

ED 034 379

EF 003 665

Coughlin, Gaila, Ed.

Transformation of the Schoolhouse. Annual Report for 1969.

Educational Facilities Labs., Inc., New York, N.Y.

Pub Date 69

Note—51p.; Report includes supporting financial data for fiscal year 1968

EDRS Price MF-\$0.25 HC-\$2.65

Descriptors—Architecture, *Component Building Systems, *Educational Innovation, *Instructional Technology, Interior Space, *Open Plan Schools, Performance Specifications, Physical Facilities, School Buildings, *School Design

This report reviews some of the more important educational innovations that have transformed the arrangement of space and design of the schoolhouse environment. Design, structural, and functional features are described for open plan schools (schools without interior walls). Consideration is given to the use of performance specifications in the design of a coordinated series of building components, and to the influence of instructional hardware (computers, films, television, tapes) on schoolhouse design. EFL's involvement in these developments is examined. Financial statements of EFL's assets and liabilities and the related statement of income, grants, and expenses are followed by a list of EFL reports and project publications. (FS)

ED 034 380

EF 003 678

Minutes of the Bidding Procedures Symposium Sponsored by the University of New Mexico [New Mexico Union Theater, November 3, 1965].

New Mexico Univ., Albuquerque. Dept. of Physical Plant.

Pub Date Nov 65

Note—31p.

EDRS Price MF-\$0.25 HC-\$1.65

Descriptors—*Bids, *Contracts, *Educational Finance, School Construction, Symposia

The issues and problems concerning construction bidding procedures which are discussed in the opening remarks of the panel members are reflective of their occupations—owner, architect, consulting engineer, general contractor, subcontractor, and attorney. A panel exchange and comments from the floor are presented in addition to the proposed action for setting up a continuing board of study. (FS)

ED 034 381

EF 003 688

Weston, Jerome J. Oliver, F. E.

Space Inventory and Utilization, University of Michigan, Annual College and University Machine Records Conference (13th, University of Iowa, Iowa City; April 22-24, 1968).

Pub Date Apr 68

Note—35p.

Available from—Office of Financial Analysis, University of Michigan, Ann Arbor, Michigan 48104

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*College Planning, *Computer Oriented Programs, Computer Programs, *Facility Inventory, *Facility Utilization Research, Interior Space, Physical Facilities, Space Classification, *Space Utilization

A description is presented of the space inventory procedures and the space utilization records and system in use at the University of Michigan. Some examples are offered of earlier attempts at space records that led to the present computerized system. A procedure outline is presented regarding data gathering, computer reports (space inventory and use, and teaching room utilization), computer programs, and the summary report to management. A sample room utilization record, space utilization survey instructions, space utilization survey room type code list and function definitions, and sample space inventory and use reports are included in the appendices. (FS)

ED 034 382

EF 003 693

New Trends in the Design, Cost, Construction of the Modern School Building.

Allied Masonry Council, McLean, Va.

Pub Date [68]

Note—28p.

Available from—Allied Masonry Council, 1750 Old Meadow Road, McLean, Virginia 22101

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors—*Building Materials, Building Plans, Construction Costs, Educational Needs, *Masonry, Physical Design Needs, *Physical Environment, *School Design, Spatial Relationship, *Structural Building Systems

The compact school, generally defined as a brick structure with a flexible interior and natural light admission of skylights, domes, clearstories and interior courtyards, emerged from the new educational programs. Evaluation of the compact school design includes—(1) appraisals and reactions to the physical environment, (2) explanations of the structural and economic effects on school design, and (3) examples of brick and tile as building materials for the compact school. (TG)

ED 034 383

EF 003 695

Plan for a System of Educational Parks in Chicago.

Chicago Urban League, Ill. Dept. of Research.

Pub Date Dec 67

Note—37p.

EDRS Price MF-\$0.25 HC-\$1.95

Descriptors—*Educational Complexes, *Educational Parks, *Educational Planning, Facility Expansion, *Physical Facilities, School Construction, Site Selection

An overview of the school building program in Chicago in the 1960's and the long-range school facilities program is followed by a discussion of various planning criteria. In considering the educational parks concept and its implementation in Chicago, emphasis is given to—(1) types of educational parks, (2) educational park design in relation to a city-wide system, (3) the dispersal concept of educational parks, (4) the phasing of educational parks, and (5) alternative forms that educational parks in Chicago could assume. The plan is given in a conceptual and schematic form, and specific sites or architectural design features are not suggested; however, several recommendations toward implementation are presented. (FS)

ED 034 384

EF 003 730

Yuker, Harold E. And Others

Modification of Educational Equipment and Curriculum for Maximum Utilization by Physically Disabled Persons. The Transportation of Physically Disabled Students.

Human Resources Center, Albertson, N.Y.

Report No.—HRS-10

Pub Date 67

Grant—OEG-2644

Note—38p.

EDRS Price MF-\$0.25 HC-\$2.00

Descriptors—Administration, Commuting Students, Curriculum Planning, Driver Education, Educational Equipment, Educational Specifications, Financial Support, Handicapped Students, Mechanical Equipment, Mobility Aids, *Motor Vehicles, *Physically Handicapped, Program Costs, Qualifications, School Buses, *Special Schools, *Student Transportation, Transportation, *Wheel Chairs
Guidelines for the transporting of physically handicapped children to school are given along with the types of vehicles, selection and training of drivers, problems of traveling time, and administration and financing of a transportation service. Vehicles described and compared include standard school buses, adapted buses, vans and compact buses, taxis, automobiles, and station wagons. The qualifications, selection, duties, and responsibilities of motor vehicle drivers are outlined. A reference list and appendix is included. (TG)

ED 034 385 EF 003 731

Yuker, Harold E. And Others
The Modification of Educational Equipment and Curriculum for Maximum Utilization by Physically Disabled Persons. Educational and School Equipment for Physically Disabled Students.

Human Resources Center, Albertson, N.Y.

Report No.—HRS-9

Pub Date 67

Grant—OEG-2644

Note—66p.

EDRS Price MF-\$0.50 HC-\$3.40

Descriptors—Audiovisual Aids, Auditoriums, Chalkboards, Communication (Thought Transfer), Crafts Rooms, Dining Facilities, *Educational Equipment, *Educational Facilities, Facility Requirements, Furniture, Gymnasiums, Handicapped Students, Library Facilities, Mobility Aids, *Physically Handicapped, Science Facilities, *Special Education, Special Schools, Study Facilities, *Wheel Chairs
Special education and school equipment for handicapped students, particularly for those in wheel chairs, are outlined with suggestions for increasing the quality and effectiveness of special education instruction. Guidelines are given for the provision of an adequate learning environment for handicapped students. Special furniture and equipment is discussed including—(1) tables and desks, (2) bookcases and storage cabinets, (3) chalkboards, (4) audiovisual and communication aids, and (5) mobility and postural equipment. Equipment needs in the different physical and functional areas within the school discussed included—(1) classrooms and laboratories, (2) cafeterias, and (3) recreational facilities. A reference list and appendix are included. (TG)

ED 034 386 EF 003 755

School Capacity. Educational Facility Series; A Guide to Planning.

New Jersey State Dept. of Education, Trenton. Bureau of School Planning Services.

Pub Date 69

Note—22p.

Available from—Director, School Planning Services, State Department of Education, 225 West State Street, Trenton, New Jersey 08625 (\$25)

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—Facility Guidelines, *Facility Requirements, *Interior Space, *School Buildings, *School Design, School Expansion, School Planning, *School Size

Information, instructions and worksheets are provided for use in computing the functional capacity of an elementary, middle or secondary school building. The functional capacity is the number of pupils that can adequately be housed in a school building without overcrowding. (FS)

ED 034 387 EF 003 767

Thomas, Charles R.
Data Element Dictionary: Facilities. Preliminary Draft.

Western Interstate Commission for Higher Education, Boulder, Colo.

Report No.—TR-4

Pub Date Oct 69

Note—36p.; A technical report concerning facilities related data elements in the WICHE Management Information Systems Program

EDRS Price MF-\$0.25 HC-\$1.90

Descriptors—*College Buildings, *Dictionaries, *Lexicography, Lexicology, *Physical Facilities, *Reference Books

The draft includes—(1) comments on file structure, (2) descriptions of dictionary organization and format, (3) alphabetical lists of elements, and (4) facilities related elements in dictionary form. The data element definitions in this draft are compatible with the Higher Education Facilities Classification and Inventory Procedures Manual, which was announced in RIE as ED 025 901. (FS)

ED 034 388 EF 003 793

Area Community College and Area Vocational School. Construction Guidelines. Revised 1968.

Iowa State Dept. of Public Instruction, Des Moines.

Pub Date Jul 68

Note—45p.

EDRS Price MF-\$0.25 HC-\$2.35

Descriptors—*Community Colleges, Evaluation Criteria, *Facility Guidelines, Facility Requirements, *Physical Facilities, School Buildings, *School Design, School Location, School Planning, *Vocational Schools

Construction guidelines are presented to assist in the planning process, to encourage good school plant design, and to serve as criteria in the evaluation of area community college and area vocational school plans. Consideration is given to various aspects of area plant planning and area site size and development. Guidelines are presented for physical facilities categorized as—(1) general, (2) vocational-technical related, and (3) arts and science related. Guidelines are also presented for service systems (heating, electrical, sanitary, etc.), and a criteria check list is included for area vocational school sites and buildings. (FS)

ED 034 389 EF 003 794

Rennhackkamp, W. M. H.

School Lighting.

Report No.—CSIR-RES-209; NBRI-SBC-10

Pub Date 64

Note—52p.

Available from—Council of Scientific and Industrial Research, P. O. Box 395, Pretoria, Republic of South Africa

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Bibliographic Citations, *Classroom Design, *Classroom Environment, Controlled Environment, Design Needs, *Educational Facilities, Environmental Criteria, Environmental Influences, Environmental Research, *Facility Guidelines, Glare, Illumination Levels, *Lighting, Lights, Performance Specifications, Physical Design Needs, Visual Environment

Research gathered by the Functional Efficiency Division of the National Building Research Institute, South Africa, is aimed at providing lighting conditions under which the school child can produce his maximum effort with the least strain and fatigue. These favorable conditions are outlined along with specific examples of their realization in design solutions. Nine sections comprise the report—(1) Introduction, (2) Lighting Requirements, (3) Design Considerations, (4) General, (5) Conclusions and Recommendations (6) References, (7) Appendix I—Tables for Determining the Number and Sizes of Lamps Required to Deliver a Predetermined Illumination Level on the Working Plane, and (8) Appendix II—A Bibliography on School Lighting, containing over one-hundred and fifty entries dealing with child development, color, vision, luminance control, natural lighting, artificial lighting, and codes. Photographs, charts, and diagrams appear through the text. (KK)

ED 034 390 EF 003 858

Facilities Planning Guide for the Community College System.

Massachusetts Advisory Council on Education, Boston.

Pub Date Oct 69

Note—80p.

EDRS Price MF-\$0.50 HC-\$4.10

Descriptors—Building Design, *Campus Planning, *College Buildings, *Community Colleges, *Evaluation Criteria, Facility Expansion, *Facility Guidelines, Facility Requirements, School Planning, Space Utilization

These guidelines include definitions pertaining to educational criteria and planning criteria, and guidelines regarding—(1) administrative ratios, (2) space allocation in assignable square feet, (3) area conversion factors, (4) gross building area

distribution, (5) curriculum balance development, (6) project performance schedule, and (7) project budget cost. Evaluation of special program requirements is considered with regard to instructional space development and program analysis. (FS)

ED 034 391 EF 003 860

Dober, Richard P.

Environmental Design.

Pub Date 69

Note—278p.

Available from—Van Nostrand Reinhold Company, 450 W. 33rd St., New York, New York 10001 (\$18.50)

Document Not Available from EDRS.

Descriptors—*City Planning, Cultural Environment, *Design, Ecology, *Environment, Environmental Criteria, Environmental Influences, *Interdisciplinary Approach, Physical Environment, Problem Solving, Social Environment, Suburban Environment, *Urban Environment

An urban designer discusses environmental design as an interdisciplinary art. This volume serves as a general introduction to the subject, and is a casebook for encouraging an interprofessional view of environmental design. It is also a basic guide for the layman interested in knowing how the environment in which he lives can be improved. The major areas discussed are—(1) human habitation, analyzing the ways in which clients and the professionals who serve them can use everyday elements in the environment to find new solutions to old problems, (2) design structure, presenting information and insights that will stimulate fresh design approaches, and (3) 'a sense of place', which examines the appeal to the senses and suggests various ways in which effects are achieved by contrasts and by a heightened awareness of the relationship between natural conditions and artifacts. (TC)

ED 034 392 EF 003 861

Bennett, Philip M., Ed.

AIA Architect-Researcher's Conference, Proceedings (5th, Wisconsin Dells, Wis., September 25-26, 1968).

American Inst. of Architects, Washington, D.C. Spons Agency—Wisconsin Univ., Madison. Environmental Design Center.

Pub Date Sep 68

Note—404p.

Available from—American Institute of Architects, 1735 New York Ave., N.W., Washington, D.C. 20006 (\$10.00)

EDRS Price MF-\$1.50 HC-\$20.30

Descriptors—*Architects, Architectural Programming, *Architectural Research, *Building Design, City Planning, Component Building Systems, Computers, *Conferences, Economics, Environmental Influences, Mechanical Equipment, Prefabrication, Regional Planning, *Research, Structural Building Systems

Twenty-five representatives active in research for architecture made major contributions to the profession by presenting their findings to conferees at the AIA Architect-Researcher's Conference. The final papers that were made available for this publication contain the essential contents of the original presentation. Special consideration was given to coordinate the text, graphics, and slides to make the final proceedings as complete and comprehensive as the original presentation. Topical coverage includes the latest research findings, developments, and techniques identified through research in architectural offices, building industries, universities, and governmental agencies. The major areas of discussion were—(1) economic feasibility analysis, (2) mechanical and structural building systems, (3) design and programming methods, (4) prefabrication and component building systems, (5) urban and regional planning, (6) computer applications to design, and (7) environmental influences on man. (TC)

ED 034 393 EM 007 037

Suppes, Patrick Van Campen, Joseph

Stanford Program in Computer-Assisted Instruction for the Period April 1, 1968 to June 30, 1968. Progress Report.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date [68]

Contract—OEC-0-8-001209-1806

Grant—OEG-3-7-704721-5096;
685083-0041

OEG-9-8-

Note—69p.

EDRS Price MF-\$0.50 HC-\$3.55

Descriptors—Basic Reading, Branching, Codification, *Computer Assisted Instruction, Dial Access Information Systems, Elementary School Mathematics, Group Behavior, Individual Differences, *Individualized Instruction, Individualized Reading, *Intensive Language Courses, Mathematical Concepts, *Mathematics Instruction, Programmed Materials, Reading Improvement, *Reading Instruction, Russian, Second Language Learning, Spelling Instruction, Transformation Generative Grammar Identifiers—Stanford PDP 1 System

Between April 1, 1968 and June 30, 1968, the Stanford Program in Computer Assisted Instruction was engaged in eight major activities. Graphs show the progress of the Brentwood Mathematics Program's 73 on-line students and the four-state Drill-and-practice Mathematics Program's 3,823 students. The Brentwood Reading Program evidenced that the curriculum accommodated individual differences and that student terminal behavior did not interfere with learning. Extensive testing data show some statistical improvement. Form-class study continues to determine if there is some evidence for the psychological reality of degrees of grammaticalness. Data from the Logic and Algebra Program indicates that students should begin with algebraic rules of inference. The Dial-a-drill Program is testing branching criteria and the relative difficulty of fraction problems. The success of the Elementary Russian Program promises to be statistically significant. No data are available for the Spelling Program. Adaptations for the new PDP-1 System are in process. Coding changes, curriculum revisions and supporting materials are itemized. The activities planned for the next reporting period include all the above except the Brentwood Mathematics Program and the Dial-a-drill Program. (MM)

ED 034 394

EM 007 468

Hansen, Duncan N. And Others

A Guide to Running a Study in the Computer-Assisted Instruction Center.

Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.

Spons Agency—Office of Naval Research, Washington, D.C.

Report No.—AD-693 489; CAI-TM-7

Pub Date 15 Sep 69

Note—16p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-693 489, MF \$6.5, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Basic Skills, Communication (Thought Transfer), *Computer Assisted Instruction, Course Content, Data Analysis, *Guides, Input Output Devices, *Operations Research, Pilot Projects, *Program Administration, Programming Languages, *Research Methodology, Resource Staff Role, Staff Role. The Florida State University Computer-Assisted Instruction Center has had three active years in utilizing its IBM 1500 system in the preparation of instructional and psychological studies. During the preparation, execution, and analysis of these studies many operational problems have been identified. The document reviews the FSU CAI Center's guidelines for running a study on the CAI system and prerequisite operations that hopefully, will insure a successful completion of a CAI study. (Author)

ED 034 395

EM 007 514

Blum, Ronald, Ed.

Computer-Based Physics: An Anthology.

Commission on Coll. Physics, College Park, Md.

Pub Date Sep 69

Note—205p.

EDRS Price MF-\$1.00 HC-\$10.35

Descriptors—College Instruction, *Computer Assisted Instruction, Curriculum Development, Data Analysis, Input Output Devices, *Interaction, Motion, Physical Environment, Physics Curriculum, *Physics Instruction, Probability, *Problem Solving, Programming, Simulated Environment, *Simulation, Spectrograms

Designed to serve as a guide for integrating interactive problem-solving or simulating computers into a college-level physics course, this anthology contains nine articles each of which includes an introduction, a student manual, and a teacher's

guide. Among areas covered in the articles are the computerized reduction of data to a Gaussian distribution, "free-style" input which frees the student from format restrictions, the effects of integrating physics concepts with computer programming, harmonic motion, relativistic and non-relativistic two-body collisions, simulation of relativistic collisions in a bubble chamber, further computer simulations involving mass spectrometers and physical systems (including the roulette wheel or Monte Carlo approach), vacuum and low-velocity ballistics in a conversational approach, and computerized curriculum open-ending to provide increased realism and relevance. The student manual and teacher's guide sections clarify and expand the information presented in each introduction. Computer listings, subroutine, and structure maps are provided also for many of the articles. (Author/SP)

ED 034 396

EM 007 532

Rosenberg, Jerry M.

Automation, Manpower, and Education.

Pub Date 66

Note—179p.

Available from—The College Department, Random House, 501 Madison Ave., New York, N. Y. 10022 (\$2.25)

Document Not Available from EDRS.

Descriptors—*Automation, Cybernetics, *Educational Planning, Educational Problems, Employment Opportunities, Job Training, Labor Market, *Manpower Development, Manpower Needs, Occupational Surveys, Retraining, *Skill Obsolescence, Technological Advancement, Vocational Adjustment, *Work Attitudes

Each group in our population will be affected by automation and other forms of technological advancement. This book seeks to identify the needs of these various groups, and to present ways in which educators can best meet them. The author corrects certain prevalent misconceptions concerning manpower utilization and automation. Based on the information now available, he predicts future opportunities in various job classifications. On the basis of surveys made of members of several labor unions, the author suggests insights into the socio-psychological aspects of technological innovation. He reports on his own efforts to develop a course in automation. Government and labor activities in the field of training and education are reviewed. Certain aspects of automation are especially relevant to the field of education. These aspects, along with some broader issues which affect the nation as a whole, are discussed. A bibliography is provided. (JY)

ED 034 397

EM 007 538

McCrystal, Thomas J. Jacobs, T. O.

Effect of Programmed Instruction Response Conditions on Acquisition and Retention.

George Washington Univ., Alexandria, Va. Human Resources Research Office.

Spons Agency—Department of the Army, Washington, D.C.

Report No.—AD-646 347

Pub Date Dec 66

Note—37p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-646 347, MF \$6.5, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Autoinstructional Aids, Behavior Change, *Constructed Response, Covert Response, Educational Research, Military Training, Overt Response, Program Design, *Programmed Instruction, *Programmed Materials, Programmed Texts, Program Effectiveness, Program Evaluation, Programming, *Prompting, *Response Mode

A course on military tactics was programmed to provide four types of student response conditions: reading the item and writing the answer (overt, constructed), reading the item and thinking the answer (covert, constructed), reading the item with the answer included and then writing the answer (overt, prompted), and reading the item with the answer and thinking the answer (covert, prompted). Four experimental groups were allowed to read through the programs at their own pace. One control group received no training in the area covered, and one control group received the conventionally taught class. When compared with one another, there were no significant differences between the mean criterion scores of the various experimental groups, though the pro-

grams requiring either overt or constructed responses required significantly more time to complete. Although the experimental groups and the control group receiving conventional instruction were different to a statistically significant degree, the experimental group did score higher than the control group. It was concluded that programmed instruction of the type reported is as effective as conventional instruction in this setting and represents a saving in both student time and instructor resources. Supplements include material used to conduct the study and statistical data tables. (JY)

ED 034 398

EM 007 540

Zosel, Mary And Others

The WRITEACOURSE Language: Programming Manual. Revised Edition.

Washington Univ., Seattle. Dept. of Psychology.

Spons Agency—Air Force Office of Scientific

Research, Arlington, Va. Directorate of Information Science; Office of Aerospace Research

(Air Force), Washington, D.C.

Report No.—AD-690 392; AFOSR-69-1790-TR;

TR-69-1-3

Pub Date 1 May 69

Note—106p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-690 392, MF \$6.5, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Computer Assisted Instruction, *Computer Programs, Guides, *Manuals, Program Design, *Programming, *Programming Languages

Identifiers—FORTRAN, WRITEACOURSE

WRITEACOURSE is a programming language for man-computer interactions. It was originally designed for writing computer assisted instruction courses, but it can also be used to control a remote terminal in a variety of applications which involve display and editing of characters. It is not suited for applications which use the computer as an arithmetical calculator. This manual describes the Fortran version of WRITEACOURSE; it could be implemented on a conversational computer system supporting either the PL/I or Fortran IV programming language. Directed primarily toward the unskilled course author, the manual is divided into an introduction, a programming manual, a formal language description in the Backus-Naur notation, and a system description. The latter is intended to aid a systems programmer in maintaining WRITEACOURSE, in adding new capabilities, or implementing a new version. Supplements include flow charts, diagrams, and a complete listing of the Fortran operating program. (Author/JY)

ED 034 399

EM 007 543

Smith, Robert G., Jr.

Teaching Machines and Programmed Instruction. Some Factors to Consider in Implementation. Research Memorandum.

Army Air Defense, Fort Bliss, Tex. Human Research Unit.

Spons Agency—Department of Defense,

Washington, D.C.

Report No.—AD-632 188

Pub Date Aug 61

Note—82p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-632 188, MF \$6.5, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Autoinstructional Aids, *Autoinstructional Programs, Automation, Branching, Cost Effectiveness, Educational Technology, Instructional Technology, Man Machine Systems, *Military Training, Program Development, *Programed Instruction, Programmed Materials, Program Effectiveness, *Programming, Sequential Programs, *Teaching Machines, Training Techniques

Programed instruction is defined here as the use of a set of engineering techniques for applying learning principles in an instructional situation. Military commanders and their staff who may be interested in programed instruction for their training programs are offered a general view of what is involved in automating instruction. The qualification for a potential programmer are noted and his training is discussed. Program preparation is described; from the statement of objectives, through the selection of a sequential or branching technique, to the testing phase. Teaching machines, it is noted, are uniquely suited for cer-

tain instructional situations, but are too costly for others. The paper lists a set of professional standards for programs and suggests administrative procedures which may enhance the effectiveness of program instruction. A sample of a sequential program, a branching program, and a bibliography supplement the text. (JY)

ED 034 400 EM 007 549

Hansen, Duncan N.
Development Processes in CAI Problems, Techniques, and Implications.

Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.

Spons Agency—Office of Naval Research, Washington, D.C.

Report No.—CAI-TM-11

Pub Date 15 Oct 69

Note—30p.; Paper presented at Computer-Based Learning Seminar at the University of Leeds, England (September 8-12, 1969)

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—Behavioral Objectives, Branching, College Students, *Computer Assisted Instruction, *Curriculum Development, Data Analysis, Field Check, Individualized Instruction, Input Output Analysis, Instructional Materials, Knowledge Level, Learning Motivation, *Learning Processes, *Models, Physics Instruction, Staff Role, Student Behavior, *Systems Approach, Task Analysis

An input output model for individualizing learning in computer-assisted instruction (CAI) is analyzed, specifying a stimulus array, cognitive processes, and response requirements. These three components are discussed as keys to both instructional and curricular development processes; the appropriate use and control of instructional strategies are considered in relation to the three components. Next, a description of a systems model for CAI curriculum development (including a discussion of problem identification, task analysis, entry behaviors, behavioral objectives, instructional strategies, media assignment, and field tests and studies) and a description of the staff roles (including content scholars, behavioral scientists, physics writers, CAI coders, media specialists, computer operators, computer systems programmers, data analysis programmers, CAI proctors, and graduate students) which developed from a physics CAI project at Florida State University comprise the major portion of this report. Also included are a brief description of data analysis and management techniques and a summary which isolates eight factors important in determining the rate of development and success of a computer-based curriculum project. (SP)

ED 034 401 EM 007 551

Hansen, Duncan N. Harvey, William L.

Impact of CAI on Classroom Teachers.

Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.

Spons Agency—Office of Naval Research, Washington, D.C.

Report No.—CAI-TM-10

Pub Date 15 Oct 69

Note—9p.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—*Computer Assisted Instruction, Diagnostic Teaching, Differentiated Staffs, *Educational Change, Educational Technology, Human Relations, *Individualized Instruction, Interaction, Multimedia Instruction, Specialization, *Student Teacher Relationship, Teacher Behavior, Teacher Education, *Teacher Role, Teaching Techniques

Conceptualizations concerning role changes of classroom teachers due to the use of computer assisted instruction (CAI) are contingent upon what system is used and how long it takes. However, some factors within CAI which may cause teacher role changes can be identified. Also, it is likely that the pattern of computer development will be gradual, culminating in a new form of individualization due to the availability of advanced computers and multimedia resources and to the differentiation of staffing. The teacher's role, then, can potentially change toward involving more strategizing, managing, individual counseling, discussing, specializing, and diagnosing functions; and fewer correcting, lecturing, and disciplining functions. Future teacher education programs should feature CAI and prepare teachers for these new roles. (SP)

ED 034 402

Bretz, Rudy

Television and Ghetto Education: The Chicago Schools Approach.

Rand Corp., Santa Monica, Calif.

Report No.—AD-689 244

Pub Date Jun 69

Note—17p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-689 244, MF \$6.5, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Beginning Teachers, *Closed Circuit Television, Curriculum Development, *Decentralization, *Disadvantaged Youth, Educational Change, *Elementary School Students, Elementary School Teachers, Inservice Teacher Education, Instructional Media, *Instructional Television, Relevance (Education), Teacher Role, Teaching Models, Urban Teaching

Identifiers—Chicago
A decentralized system of Closed Circuit Television (CCTV) was established in clusters of six to nine ghetto elementary schools in Chicago to increase the relevance of televised instruction, allow each group to provide its own curriculum, and to involve classroom teachers in program development processes. An additional benefit, that the programs provided teaching models for insecure beginning teachers (a sort of inservice teacher education), was discovered. Each cluster of the Chicago system generates programs for subject matter areas arranged by level of difficulty, and provides supplementary worksheets and booklets for each presentation. Implementation and utilization costs were found to be generally less than that of many currently operating instructional television systems. Also, low cost advantages of a centralized system were exploited by adapting centrally filmed segments, such as demonstrations, and "on location" filming to each cluster's programming. Implications for future elementary school education indicate an increasing use of instructional media for lesson presentations and a trend toward a diagnostic, individual counseling role for the teacher. (SP)

ED 034 403

Love, William P.

Individual Versus Paired Learning of an Abstract Algebra Presented by Computer Assisted Instruction.

Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.

Spons Agency—Office of Naval Research, Washington, D.C.

Report No.—CAI-TR-5

Pub Date 69

Note—215p.; (Pages 34-36 deleted due to marginal reproducibility)

EDRS Price MF-\$1.00 HC-\$10.85

Descriptors—Achievement Tests, *Algebra, *Computer Assisted Instruction, Course Content, Curriculum Development, Digital Computers, Grouping (Instructional Purposes), *Individual Instruction, Instructional Materials, Interaction, Learning Theories, *Mathematics Instruction, Secondary School Students, *Small Group Instruction, Time Sharing

Identifiers—Paired Instruction by Computer, PIC Program

A nine-day study was designed to investigate the learning achievement differences between paired and individual high school students in a Computer Assisted Instruction course in Boolean Algebra. Within the format of five 40-minute lessons (including preview frames, instruction, examples, practice problems, criterion frames, and daily quizzes), 23 concept units were developed. Thirty-six of the 54 participating students were paired for all activities except the final examination; the remaining 18 students participated individually. Data collected included results of various pre-course algebra knowledge tests, preview questions, criterion questions, daily lesson quizzes, the final examination, and attitude questionnaires. Analyses (which included reliability estimates, the F test, and correlation coefficients) of results showed no significant differences between the two groups in post-course achievement or in individual concept unit scores, indicating that paired instruction using CAI techniques is as effective as individual instruction. Further investigations are indicated as a result of the study into paired versus individual achievement, the pairing variable, student controlled in-

struction, task difficulty, and pair-individual alternation. (SP)

ED 034 404

Daly, Charles U., Ed.

The Media and the Cities.

Chicago Univ., Ill. Center for Policy Study.

Pub Date 68

Note—90p.

Available from—University of Chicago Press, 5750 Ellis Ave., Chicago, Ill. 60637

Document Not Available from EDRS.

Descriptors—Black Community, Demonstrations (Civil), Ghetos, *Negroes, *News Media, Newspapers, Personnel Policy, Racial Integration, *Reports, Television, *Urban Environment, *Violence

Identifiers—National Advisory Commission on Civil Disorders

Eight papers which review the portions pertaining to the news media of the Report of the National Advisory Commission on Civil Disorders are presented. Some of the ideas expressed include the need for integrating the vision, control, and management of white-oriented media, editorializing with solutions as well as problems, having the media examine the position of the black community and take a stand, developing violence coverage guidelines, recruiting and training black reporters, integrating ghetto-operated television and media in proportion to the number of blacks in the area, and reporting the problems of the black community. (SP)

ED 034 405

Second Annual Report, Fiscal Year 1967; Title II Elementary and Secondary Education Act of 1965.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—OE-20108-67

Pub Date Feb 69

Note—78p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS 5.220-20108-67, \$.75)

Document Not Available from EDRS.

Descriptors—American Indians, *Annual Reports, Educational Finance, Elementary Education, *Elementary School Libraries, *Federal Aid, Federal Legislation, Federal Programs, Federal State Relationship, Government Publications, *Instructional Materials, Library Facilities, Library Materials, Library Programs, National Programs, *School Libraries, Secondary Education

Title II of the Elementary and Secondary Education Act (ESEA) provides direct federal assistance for the acquisition of school library resources, textbooks, and other instructional materials for the use of children and teachers in public and private elementary and secondary schools. This report describes how the 50 states, the District of Columbia, Guam, Puerto Rico, the Trust Territory of the Pacific Islands, the Virgin Islands, and the Department of the Interior (for the children and teachers in schools operated for Indian children) utilized funds for the fiscal year 1967. Data was gathered from annual reports submitted by participating educational systems and analyzed. The financial report shows expenditures in the various categories during the previous fiscal year. The statistical report provides data on personnel and material acquired, program accomplishments and the degree of need for continuing financial support. The narrative report summarizes and evaluates the program, describing achievements made possible through Title II and identifying problems. Reports on special purpose grants projects funded under ESEA Title II are included. The appendix contains tables of statistical information and the forms used to collect information. [Not available in hard copy due to marginal legibility of original document.] (JY)

ED 034 406

Ferguson, Richard L.

The Development, Implementation, and Evaluation of a Computer-Assisted Branched Test for a Program of Individually Prescribed Instruction.

Pittsburgh Univ., Pa. School of Education.

Pub Date 69

Note—141p.; Thesis submitted to the School of Education, University of Pittsburgh

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106

(Order Number 70-4530, MF \$3.00; Xeroxography \$7.00)

Document Not Available from EDRS.

Descriptors—Branching, *Computer Assisted Instruction, Educational Research, *Individual Instruction, Individual Tests, Mathematics Curriculum, Optional Branching, *Programmed Instruction, *Programmed Materials, Programming, Test Construction, Test Reliability, Test Validity

The focus of this study was upon the development and evaluation of a computer-assisted branched test to be used in making instructional decisions for individuals in the program of Individually Prescribed Instruction. A Branched Test is one in which the presentation of test items is contingent upon the previous responses of the examinee. The problem was to develop a procedure for this kind of testing for an elementary school mathematics curriculum. Related research was reviewed and a branched test was designed and administered and its hierarchy validated. It was felt that test results must be better related to the curriculum than they now are, but when properly integrated the branched test is more effective in diagnosing individual achievement levels and problem areas than are most conventional tests. Despite the initial hardware costs, the computer's storage and retrieval capacity caused the author to feel that computer-assisted branched testing could be a substantial element of a computer managed instructional environment which permits experimentation with optimizing the integration of information collection, computer testing, and instruction. Bibliography, appendices, tables, and figures are included. (SH)

ED 034 407

EM 007 566

Elms, Glen D.
Closed Circuit Television Model Program.
Elk Grove Training and Development Center,
Arlington Heights, Ill.
Report No.—OE-BESE-3
Pub Date Jun 69
Note—60p.

EDRS Price MF-\$0.50 HC-\$3.10

Descriptors—Audiovisual Aids, *Closed Circuit Television, Curriculum Development, Instructional Materials, Instructional Television, Lesson Observation Criteria, Media Technology, Production Techniques, Student Teacher Ratio, *Teacher Developed Materials, *Teacher Evaluation, Teacher Improvement, Teacher Workshops, Teaching Load, Teaching Skills, Team Teaching, *Televised Instruction, *Television Curriculum, Television Teachers, Video Tape Recordings

The resources of closed circuit television can improve teaching and learning in schools. Three junior high schools in Arlington Heights, Illinois have inaugurated a closed circuit television model program. The program's objectives are improvement of the quality of standard teacher-lesson presentations, redirection of teacher time and energy to individual student help, expansion of students' educational experiences, improvement of teacher competency, implementation of new curricular offerings, encouragement of the team approach to planning, releasing of teachers from classroom responsibilities to prepare and record video tapes, provision of a means for teachers to compare their teaching performance with previous performance and with other teachers' performance (thus bringing about a more favorable attitude toward self-assessment), and more efficient use of student time. Extensive summer workshops have trained participants to prepare video tapes to be used in the coming school year and to further explore and develop new techniques to be used in closed circuit television. Other program activities are dissemination of information, an inclusive demonstration program for visitors, consulting services, and extensive self-evaluation. (MM)

ED 034 408

EM 007 567

Gallagher, James J., Ed.
Computer-Based Vocational Guidance Systems.
Spons Agency—Office of Education (DHEW),
Washington, D.C. Div. of Vocational and
Technical Education.
Pub Date 69
Contract—OEC-25053

Note—178p.; Papers presented at Symposium for
Systems under Development for Vocational
Guidance (4th, Palo Alto, Calif., March 1968)

Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
D.C. 20402 (FS 5.225:25053, \$1.25)

EDRS Price MF-\$0.75 HC Not Available from
EDRS.

Descriptors—College Choice, *Computer
Oriented Programs, Counseling, Counseling
Goals, *Counseling Instructional Programs,
*Decision Making, Educational Counseling,
Employment Counselors, Evaluation Needs,
Guidance, Guidance Counseling, *Guidance
Facilities, *Guidance Functions, Guidance Ser-
vices, Machine Translation, Occupational
Guidance, Problem Solving, Pupil Personnel
Services, Simulation, Technology, Vocational
Counseling

Job and educational opportunities are increasing dramatically. School guidance counselors can no longer cope adequately with the available information, nor can they help all students to see the complex range of alternative life styles. Computers are now programmed to give students information. They can also provide for students' decision-making experiences and the chance to study various value systems by playing life-career games. These guidance systems are programmed to understand English. If student interaction with the computer is monitored by the counselor, he may detect personal problems and help solve them or quickly refer the student to the school psychiatrist. However, whether computers should have programs with value orientations, whether students and counselors will accept these machines, and whether the machines will in fact better equip the student to make decisions wisely remain matters for discussion and careful study. Even the simplest use of computers for individualized scheduling raises these problems. The document contains summaries of fifteen papers on these issues and a description of ten guidance systems under development. (MM)

ED 034 409

EM 007 568

Stolurow, L. M.
Computer Aided Instruction; Theory and Practice.
Harvard Univ., Cambridge, Mass. Computation
Lab.

Spons Agency—Office of Naval Research,
Washington, D.C.

Pub Date 69

Note—37p.; Paper presented at NATO Conference on Major Trends in Programmed Research (Nice, France, May 13-17, 1968)

EDRS Price MF-\$0.25 HC-\$1.95

Descriptors—*Computer Assisted Instruction, Individual Instruction, *Individualized Programs, Programed Instruction, Programed Materials, Programed Tutoring, Programming, *Response Mode, Teaching Machines, *Teaching Models, Teaching Techniques

An argument is made in this document for the development and testing of Computer Aided Instruction teaching models that are prescriptive as well as descriptive. It is felt that a Computer Aided Instruction system is needed more as a "Theory Machine" and a "Laboratory" than as an instrument for implementation. As the communication between the human teacher and student does not proceed in accordance with any one standardized set of rules, it is felt that the computer system must be programmed in such a manner that its teaching strategies may be varied to adapt to individual student response modes. One research problem which is explored is the identification of useful variables to include in both the "if" and "then" statements of teaching rules. A study is described which examines the consequences of using a particular rule of adaptive instruction. Charts, sample frames, and references are included. (SH)

ED 034 410

56

EM 007 572

Roy, Rob

Computer Aided Instruction for a Course in
Boolean Algebra and Logic Design. Final Report
(Revised).

Rensselaer Polytechnic Inst., Troy, N.Y.

Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.
Bureau No.—BR-5-1081

Pub Date Aug 68

Grant—OEG-1-6-051081-0660

Note—21p.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—Academic Performance, Achievement Gains, *Computer Assisted Instruction, Computers, *Concept Teaching, *Cost Effect-

tiveness, Feedback, Indexes (Locators), Input
Output, Instructional Design, Machine Transla-
tion, Man Machine Systems, Mathematical
Logic, *Multimedia Instruction, *Programed
Instruction, Systems Analysis, Time Factors
(Learning)

Identifiers—Rensselaer Polytechnic Institute

The use of computers to prepare deficient college and graduate students for courses that build upon previously acquired information would solve the growing problem of professors who must spend up to one third of their class time in review of material. But examination of students who were taught Boolean Algebra and Logic Design by means of Computer Assisted Instruction (CAI), in comparison with students who had the conventional classroom instruction, showed that the control group's retention of conceptual material was markedly superior. Further drawbacks to CAI are the enormous effort required to prepare even the simplest course material, the large cost of both hardware and software, extremely difficult man-machine communication, poor software support from IBM, the inability of the machine to judge partially correct answers and to ascertain whether the student has successfully grasped the concept involved, decreased student concentration span, inefficient use of student time, the lack of an indexing system to compensate for the forward-structured system, and the undue complexity which requires a student to work with several media simultaneously. The conclusion that CAI is unsuitable for engineering education is narrow due to experimental conditions. (MM)

ED 034 411

EM 007 574

Conte, Joseph M. Grimes, George H.
Media and the Culturally Different Learner.
National Education Association, Washington,
D.C.

Pub Date 69

Note—47p.

Available from—National Education Association,
1201 Sixteenth Street, N.W., Washington, D.C.
20036 (Stock No. 381-11930, \$1.00)

EDRS Price MF-\$0.25 HC Not Available from
EDRS.

Descriptors—Culturally Disadvantaged, *Disadvantaged Youth, English (Second Language), *Environmental Influences, *Instructional Media, Language Laboratories, Language Standardization, Microteaching, Nonstandard Dialects, Oral Communication, Simulation, *Sociolinguistics, *Urban Language, Urban Schools, Visual Perception

Not all poor people live in cities, but as the problems of those who do are intensified by the urban press, the needs of the urban poor of all racial and cultural backgrounds deserve emphasis. The children of these poor are oriented to the physical and visual rather than to the aural. They are content-centered, problem-centered, externally oriented, inductive, spatial rather than temporal, inclined to communicate through actions rather than words, short in attention span, characterized by significant gaps in learning, and lacking experiences of receiving approval for success in tasks. One solution to the needs of these learners is the language laboratory which teaches standard English as a second language. Further oral language programs serve as the underlying base for the development of reading and writing skills. Microteaching, interaction analysis, and simulation sensitize teachers to the problems of these learners by providing feedback and insights into the procedures and consequences of instructional decisions. The only positively significant means found so far of sensitizing the learner to a non-distorted view of the nature and operation of a pluralistic society is proximity to middle class students. A bibliography of resources is appended. (MM)

ED 034 412

EM 007 575

Harvard University Program on Technology and
Society; Third Annual Report of the Executive
Director, July 1, 1966 to June 30, 1967.

Harvard Univ. Program on Technology and
Society, Cambridge, Mass.

Spons Agency—International Business Machines
Corp., White Plains, N.Y.

Pub Date 67

Note—86p.

Available from—Harvard University Program on
Technology and Society, 61 Kirkland St., Cam-
bridge, Mass. 02138

Document Not Available from EDRS.

Descriptors—Changing Attitudes, Educational Planning, Educational Policy, Educational Research, Health Services, Industrialization, *Innovation, Medical Research, Public Policy, *Social Change, Sociology, *Technological Advancement, *Technology, Values

The report of the third year of Harvard's Program on Technology and Society contains summaries of research done on the relationship of technology to education, biomedical science, business, and social and political change in general. The research group on education, concentrating on secondary education, concluded that high schools in ten years are unlikely to be very different from present ones—in respect either to effective utilization of educational technology or successful preparation of youth for a technological society. On the other hand, it appears that the implications of discovery in biomedical sciences will be potentially spectacular in ten years, affecting such problems as the organization of health care, the process of aging, and control of human behavior. The challenge to business will be to convert the traditional market competition into a mechanism capable, as not heretofore, of fulfilling social needs. The ability of technology to provoke social and political change, and its enhancement of social knowledge is discussed. A review of all research projects and a list of publications is included. (BB)

ED 034 413 **EM 007 576**

Esthene, Emmanuel G.
How Technology Will Shape the Future. Harvard University Program on Technology and Society; Reprint Number 5.

Harvard Univ. Program on Technology and Society, Cambridge, Mass.

Spons Agency—International Business Machines Corp., White Plains, N.Y.

Pub Date 68

Note—24p; Article based on chapter from the book, "Environment and Change: The Next Fifty Years," scheduled for publication in the Fall of 1968. Printed by permission of the American Institute of Planners & Indiana Univ. Press

Available from—Harvard University, Program on Technology and Society, 61 Kirkland St., Cambridge, Mass. 02138

Journal Cit—Science; v12 p3837 Jul 12 1968

Document Not Available from EDRS.

Descriptors—Change Agents, Changing Attitudes, Educational Policy, Industrialization, Innovation, Public Policy, *Social Change, Social Influences, Social Structure, Social Systems, Social Values, Sociology, *Technological Advancement, *Technology, Universities, *Values

The development and adoption of new technologies make for changes in social organization and values by creating new possibilities for human action and thus altering the mix of options available to men. Because it alters the conditions of choice, new technology has a high probability of changing individual and social values: adopting new means to better accomplish old ends very often results in the substitution of new ends for old ones. There is only a "soft" determinism in the technology-society relationship, hence different societies can react differently to the same new possibilities. Our own age is characterized by a deliberate fostering of technological change and by the growing social role of knowledge. A fundamental implication of a world of flux (a "Heracleitian world") is the greater theoretical utility of concepts of process over those of structure, in sociological and cultural analysis. This shift in philosophical emphasis will alter conventional thinking regarding personal identity and social stability in the future. Education, and the interdependence between industry, government and the university will predominate. (BB)

ED 034 414 **EM 007 577**

Final Report, SD-265; Project TACT.

Harvard Univ., Cambridge, Mass.

Spons Agency—Electronic Systems Div. (Air Force), Bedford, Mass.

Report No—AD-692 782

Pub Date 1 Oct 68

Note—41p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-692 782, MF \$6.5, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Branching, *Computer Assisted Instruction, Creative Thinking, Data Processing, Display Systems, Education, Educational

Research, Human Engineering, *Man Machine Systems, *Mathematics Instruction, *Programmed Instruction, *Programming, Teaching Machines, Thought Processes, Time Sharing

Identifiers—THE BRAIN

The project objective has been to determine what creative thought processes can best take advantage of new technology in computer hardware and software. The plan has been to acquire or develop on-line computer systems of significant mathematical power, and to explore their use in vivo in teaching and research situations. The main product of project research is THE BRAIN (The Harvard Experimental Basic Reasoning and Instructional Network), an interactive computing system which operates on a standard IBM 360 Model 50 under the standard IBM operating system OS. This working system is easy and flexible to use in mathematical and engineering investigations as well as in teaching, and has been engineered for straightforward exportation from Harvard. (Author)

ED 034 415 **EM 007 578**

Marill, Thomas And Others

CYCLOPS-3 System Research.

Computer Corp. of America, Cambridge, Mass.

Spons Agency—Electronic Systems Div. (Air Force), Bedford, Mass.

Report No—AD-693 204

Pub Date 1 Mar 69

Note—80p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-693 204, MF \$6.5, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Comparative Analysis, *Computer Programs, *Computers, Data Processing, Input Output Analysis, Input Output Devices, Linear Programming, *Pattern Recognition, *Photographs, Space Orientation, Visual Discrimination, *Visual Perception

Identifiers—CYCLOPS, L OPS

The aim of the CYCLOPS Project research is the development of techniques for allowing computers to perform visual scene analysis, pre-processing of visual imagery, and perceptual learning. Work on scene analysis and learning has previously been described. The present report deals with research on pre-processing and with further work on scene analysis. The principal pre-processing tool is the local operation. The theory of linear local operations is discussed. A programming system, L-OPS, suitable for experimentation with linear and non-linear local operations is described, as well as the use of L-OPS as a pre-processor for certain classes of pictures. (Author)

ED 034 416 **EM 007 579**

Von Foerster, Heinz And Others

Accomplishment Summary 1968-1969. Biological Computer Laboratory.

Illinois Univ., Urbana. Biological Computer Lab.

Spons Agency—Air Force Office of Scientific Research, Arlington, Va. Directorate of Information Science.

Report No—AD-693 552

Pub Date Jun 69

Note—249p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-693 552, MF \$6.5, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Biophysics, *Cognitive Processes, *Concept Formation, Cybernetics, Ecology, Information Theory, *Information Utilization, Learning Processes, Mathematical Linguistics, Mathematical Logic, Mathematical Models, Neurological Organization, Physiology, Simulation, Speech

This report summarizes theoretical, applied, and experimental studies in the areas of computational principles in complex intelligent systems, cybernetics, multivalued logic, and the mechanization of cognitive processes. This work is summarized under the following topic headings: properties of complex dynamic systems; computers and the language problem; a conceptual framework for the study of linguistics; axiomatics of self-reproduction; an automatic stochastic predictor and related processes; automata theory; a method for analyzing complex systems; cascaded computational networks; mathematical modeling of interactions in neurons and nets; an organism with a multilevel goal structure and heterarchic competitive control of its overt behavior; search and evaluation of significant event sequences in

automated speech analysis; microscopic physics of information transducers; a visual image processor; tectal organization of ambystoma tigrinum; a display technique for neurophysiological data; speech analysis using series expansions; an approach to the elimination of free response distortion of an electrical network; adaptive sampling of speech; speech synthesis; and endocrine modeling. (Author)

ED 034 417 **EM 007 580**

Rostow, Eugene V.

President's Task Force on Communications Policy. Final Report.

President's Task Force on Communications Policy, Washington, D.C.

Pub Date 7 Dec 68

Note—508p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO 0-351-636, \$4.50)

EDRS Price MF-\$2.00 HC Not Available from EDRS.

Descriptors—Administrative Policy, *Agencies, *Communications, Communication Satellites, Government (Administrative Body), *Government Role, Mass Media, *Media Technology, Networks, Radio, Technological Advancement, Telecommunication, Telephone Communications Industry, Television, Utilities

Identifiers—FCC, Federal Communications Commission

The final report of the President's Task Force on Communications Policy recommends strengthened federal powers to form public policy in telecommunications. Such planned policy would enable the private sector to reach its full capacities in the field by improving regulation when it is necessary and removing unnecessary regulation. Monopoly of telecommunications facilities should remain the exception, not the rule, so as to provide maximal consumer satisfaction and technological advancement. New powers should be given to the FCC, and a new agency should be created for formulating long-range communications policy. The report is organized around the subjects of the staff papers: the international telecommunications industry (combining of cable and satellite interests is recommended); INTELSAT; needs of less developed countries; domestic satellite use (pilot projects should precede final policy decisions); structure and regulation of the domestic carrier industry; the future of television (relaxation of restrictions, so as to allow cable TV to develop); spectrum use and management (greater flexibility); and the government's role in general. (BB)

ED 034 418 **EM 007 581**

The Application of Technology to Education.

Pub Date 69

Note—39p.

Available from—American Society for Engineering Education, 2100 Pennsylvania Ave., N.W., Washington, D.C. 20037 (\$2.00)

Document Not Available from EDRS.

Descriptors—Autoinstructional Aids, *Computer Assisted Instruction, Computer Oriented Programs, Cost Effectiveness, Educational Research, Educational Technology, Educational Trends, *Engineering Education, *Higher Education, Programmed Instruction, *Program Evaluation, *Systems Analysis, Systems Approach, Systems Concepts, Systems Development

A symposium was sponsored by the American Society for Engineering Education; experts in the fields of technology, economics, and pedagogy gathered to evaluate the potential technological advances in terms of cost-effectiveness and feasibility within the existing educational framework, and to help delineate the ways in which educational institutions could apply specific technological advances within the coming ten years. The papers presented are grouped under the headings: The Roles of Computers in Education, Systems Analysis in Education, and Managing Change. Although their main emphasis is on engineering curriculum and university level education, many of the papers have a broader topic, relating to some of the problems of computer-assisted education in general. The members of the symposium agreed on the need for better communications and better information dissemination among themselves. They also proposed investigating the impact which research and development investment could have on subsequent expenditures for

education, setting up a major systems analysis to allow for more efficient use of extant funds, and preparing an inventory of experts in the field. They agreed to prepare experts' reports for use by Congressional committees or other governmental agencies. (JY)

ED 034 419 EM 007 582

Genensky, S. M. And Others
A Closed Circuit TV System for the Visually Handicapped and Prospects for Future Research.
Rand Corp., Santa Monica, Calif.
Report No.—AD-691 437
Pub Date Jul 69
Note—20p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-691 437, MF \$6.5, HC \$3.00)
Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, *Closed Circuit Television, *Electromechanical Aids, Electronic Equipment, Handwriting, Illumination Levels, Large Type Materials, *Magnification Methods, Partially Sighted, Physically Handicapped, Reading Difficulty, Visual Acuity, Visual Discrimination, *Visually Handicapped
Some visually handicapped persons have difficulty reading or writing even with the aid of eyeglasses, but could be helped by visual aids which increase image magnification, light intensity or brightness, or some combination of these factors. The system described here uses closed circuit television (CCTV) to provide variable magnification from 1.4x to 31.7x. It permits the reader to track printed or handwritten material a line at a time. The position of the monitor or the vertical rotation plane of the camera may be adjusted to suit the individual user. The system has been used by 30 visually handicapped persons with about an 85% success rate. With suitable modifications to make it more portable, compact, efficient and flexible, this system could be of great aid to visually handicapped people. It could help not only with reading and writing, but also permit these people to compete for well paying jobs which are currently closed to them because of their eyesight. An appendix contains a consideration of X-radiation from a television monitor. (JY)

ED 034 420 EM 007 583

Brief History of Computer-Assisted Instruction at the Institute for Mathematical Studies in the Social Sciences.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.
Pub Date Oct 68
Note—7p.

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*Computer Assisted Instruction, *Curriculum Development, Educational History, *Educational Research, Experimental Programs, Language Instruction, Mathematics Instruction, Pilot Projects, Program Descriptions, *Programmed Instruction, Reading Instruction, *Research and Development Centers, Research Reviews (Publications), Teaching Programs, Tutorial Programs

Identifiers—Institute Mathematical Studies Social Sciences, Stanford University

In 1963, the Institute began a program of research and development in computer-assisted instruction (CAI). Their efforts have been funded at various times by the Carnegie Corporation of New York, The National Science Foundation and the United States Office of Education. Starting with a medium-sized computer and six student stations, the Institute has expanded to a PDP-10 computer and teletypes in elementary schools in several states, connected by telephone lines to the Institute. Drill-and-Practice programs in mathematics and reading were developed and tested. Tutorial programs in mathematics and algebra programs along with a tutorial Russian language program have been added to the systems' capability. A dial-a-drill program was instituted which allows students in their homes to be given oral exercises in elementary mathematics. The report covers the development of the programs and supporting equipment chronologically and provides tables of statistical information concerning the programs, students, and participating schools. (JY)

ED 034 421 EM 007 584

Stanford Program in Computer-Assisted Instruction for the Period January 1, 1969 to March 31, 1969. Progress Report.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 69

Contract—OEC-0-8-001209-1806

Note—48p.

Available from—Institute for Mathematical Studies in the Social Sciences, Stanford University, Stanford, Calif. 94305

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, *Computer Programs, Elementary School Mathematics, Language Instruction, *Mathematics Instruction, Mathematics Materials, Program Descriptions, Program Development, Programed Instruction, Programed Materials, Programers, *Programming, Programming Languages, Publications, *Reading Instruction, Russian

Identifiers—Institute Mathematical Studies Social Sciences, Stanford Program in Computer Assisted Instruction

Work continued on the revision of strands for the Drill-and-Practice Mathematics Program. Use of the system at schools in California, Kentucky, Mississippi, Washington, D.C., and at Tennessee A. and I. University was reviewed. Data analysis of all problems presented to California students was performed to determine possible areas for improvement. Progress in the Drill-and-Practice Reading Program involved efforts to make the curriculum machine-readable by recording audio messages in digitized form and development of a preprocessor program. A teacher's manual was prepared for the program. Eighty-five second-year computer-assisted instruction (CAI) Russian lessons have been completed, but delays in the implementation of the PDP-10 system slowed other progress. A preliminary instructional system for teaching programming languages was completed, consisting of a lesson coding language and a set of programs designed to interpret lesson material written in the lesson coding language. Curriculum development and implementation of the SIMPER and LOGO programs in CAI programming continued. Efforts were made to get the PDP-10 system operational and improve other equipment. The future plans for each of these projects are outlined. [Not available in hard copy due to marginal legibility of original document.] (JY)

ED 034 422 EM 007 585

Burke, Arvid J. Burke, Mary A.
Documentation in Education.

Pub Date 67

Note—413p.; Revised edition of Carter Alexander and Arvid J. Burke, "How to Locate Educational Information and Data"

Available from—Teachers College Press, Teachers College, Columbia University, New York, New York 10023 (\$7.50)

Document Not Available from EDRS.

Descriptors—Bibliographies, Book Catalogs, Booklists, Catalogs, Coordinate Indexes, *Documentation, Indexes (Locators), Indexing, *Information Science, *Information Seeking, *Information Sources, Library Materials, Library Reference Services, Library Services, *Library Skills, Literature Reviews, Microfiche, Microfilm, Search Strategies, Union Catalogs

After a summary of background knowledge useful in searching for information, the authors cover extensively the sources available to the researcher interested in locating educational data or conducting a search of bibliographic materials. They list reference books, dictionaries, almanacs, yearbooks, subject matter summaries; and sources for statistical data, news items, and audiovisual materials and discuss various techniques for their use. The section on bibliographic searching contains a summary of bibliographic methods and provides a source list of book reviews, catalogs, pamphlet indexes, periodical articles, abstracts, serial publications, government documents, Office of Education publications, publications of educational organizations, and educational research reports. In updating this edition the authors have added a chapter covering microforms and other media associated with automated data processing. Appendixes contain a list of recent supplementa-

ry references and a sample of an Alexander Universal Bibliography card. Each chapter ends with a few exercises designed to test the reader's comprehension of the material covered. (JY)

ED 034 423 EM 007 586

Oettinger, Anthony G. Marks, Sema
Educational Technology: New Myths and Old Realities. Harvard University Program on Technology and Society. Reprint Number 6.

Harvard Univ. Program on Technology and Society, Cambridge, Mass.

Spons Agency—International Business Machines Corp., White Plains, N.Y.

Pub Date 68

Note—59p.; Reprinted by permission of The Harvard Educational Review

Available from—Harvard University Program on Technology and Society, 61 Kirkland St., Cambridge, Mass. 02138

Journal Cit—The Harvard Educational Review; v38.4 p697-755 Fall 1968

Document Not Available from EDRS.

Descriptors—Autoinstructional Programs, Automation, *Computer Assisted Instruction, *Computers, Computer Science, *Cybernetics, Educational Change, *Educational Improvement, Educational Philosophy, Educational Problems, Electronic Data Processing, Equipment Evaluation, Instructional Technology, *Program Evaluation, Technological Advancement

Identifiers—Stanford Brentwood CAI Project, Watertown Massachusetts Public Schools

It has been claimed that in the near future computers and their accompanying new technology will solve the outstanding problems of education. The authors believe that the problems of implementation, costs, and reliability may slow if not prevent the rapid assimilation of the new educational technology into the average school system. They also question the ability of teachers to deal with the sophisticated engineering aspects of computers. A language laboratory currently operating in the Watertown, Massachusetts Public Schools and the Stanford-Brentwood Computer Assisted Instruction Project are criticized as examples of the failure of modern technology to achieve its stated goals. Six authorities in the field of computer assisted instruction each wrote a critique of the authors' discussion, taking issue with a variety of points—the sources of quotations, definitions, and assumptions made concerning the attitudes of educators toward technology. The authors conclude the discussion with a brief rebuttal to these criticisms. (JY)

ED 034 424 EM 007 587

Kanner, Joseph H. And Others
Television in Army Training: Evaluation of Television in Army Basic Training.

George Washington Univ., Alexandria, Va. Human Resources Research Office.

Spons Agency—Department of the Army, Washington, D.C.

Report No.—TR-14

Pub Date Nov 54

Note—67p.

EDRS Price MF-\$0.50 HC-\$3.45

Descriptors—Comparative Analysis, Emergency Programs, Instructional Materials, Instructional Media, Kinescope Recordings, Low Ability Students, Low Achievers, *Mass Instruction, *Military Training, National Defense, Review (Reexamination), Study Skills, *Teaching Techniques, *Television Instruction, Television Research, *Television Teachers, Training Techniques

The major aim of this study was to obtain a measure of the relative teaching effectiveness of television instruction as compared to regular instruction, utilizing as subject matter parts of the Army basic training program. The study was not designed to reorganize the curriculum for television, nor was it designed to maximize the television presentation. The same instructors taught the courses to both the experimental and control groups. The groups were matched for intelligence on the basis of the Army Area I scores. The use of kinescope recordings as a review method was also explored. The results of the study indicate that television instruction was at least as effective as regular instruction and was especially effective for lower-aptitude groups. When kinescope recordings were used for review purposes following initial instruction, test performances were significantly higher, especially in the low-aptitude

groups. These results suggest that the two possible applications for television contemplated by the Army, mass training during emergency situations and routine training at Army Schools and installations, could be carried out without a loss in learning effectiveness. The appendices contain information relating to research methodology. (JY)

ED 034 425

EM 007 591

Kjeldgaard, Paul M. And Others
Perception of Language: Proceedings of a Symposium of the Learning Research and Development Center; Parts I and II.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Branch; Office of Naval Research, Washington, D.C. Psychological Sciences Div.

Pub Date 69

Note—405p; Proceedings of a symposium of the Learning Research and Development Center, Pittsburgh, Pa., January 11-12, 1968

EDRS Price MF-\$1.50 HC-\$20.35

Descriptors—Acoustics, Articulation (Speech), Language Development, *Language Patterns, *Language Rhythm, Listening, *Perception, Phonological Units, Phonology, Psycholinguistics, *Psychological Studies, Reading, Speech, Speech Compression, Spontaneous Behavior, *Structural Grammar, Syntax, Verbal Stimuli

This report describes in two volumes the proceedings of a conference on the perception of language held at the University of Pittsburgh in January, 1968. The objectives of the conference, to present the particular research interests of the participants and to attempt to find points of concurrence in thinking through discussion of the conference topic, are emphasized throughout the nine articles and summary discussion. Major areas of psychological research which are presented as chapters in the proceedings include listening, reading, and grammatical structure; age changes in the selective perception of verbal materials; acoustic and grammatical features of spontaneous speech; the perception of time compressed speech; current approaches to syntax recognition; speech and body motion synchrony of the Speaker-Hearer; an analysis of laterality effects in speech perception; children's language development and articulatory breakdown; and perception of phonetic segments with evidence from phonology, acoustics, and psycholinguistics. (Author/SP)

ED 034 426

EM 007 592

Gay, Lorraine R.

An Investigation into the Differential Effectiveness for Males and Females, of Three CAI Treatments on Delayed Retention of Mathematical Concepts.

Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Branch; Office of Naval Research, Washington, D.C. Psychological Sciences Div.

Report No.—TM-12

Pub Date 15 Nov 69

Note—49p.

EDRS Price MF-\$0.25 HC-\$2.50

Descriptors—*Computer Assisted Instruction, *Elementary School Students, *Grade 8, Individual Differences, Individualized Instruction, Learning Theories, Mathematical Concepts, *Mathematics Instruction, Recall (Psychological), Redundancy, *Retention, Retention Studies, Sex Differences, Teaching Methods

A study was developed to evaluate the effectiveness of a preinstruction retention index (designed to maximize recall of mathematical concepts by predicting the idiosyncratic number of examples per mathematical concept required by each student). Subjects, 27 female and 26 male eighth grade students, were administered a retention measure through computer-assisted instruction (CAI) and randomly assigned to one of three treatment groups, each providing similar CAI mathematical concepts and different methods of determining the number of examples per concept provided (variable, choice, or fixed). A two-way analysis of variance, with sex and treatment group as the independent variables, was performed; results showed that females in the "variable" group performed significantly better

on retention measures than did females in "choice" or "fixed" groups, and that males in the "choice" group performed better on retention measures than did males in the other two groups. In addition, it was found that the use of the preinstruction index resulted in overall better retention for females but not for males, indicating the possible usefulness of such an index in mathematics instruction and a need for further research into the sex variable in retention. (Author/SP)

ED 034 427

EM 007 595

Hoban, Charles F., Jr.

Some Aspects of Learning from Films; Incidental Report Number Two.

Pennsylvania State Univ., University Park.

Pub Date 21 Jun 49

Note—25p.

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—*Audiovisual Communication, Audiovisual Instruction, Communication Skills, Context Clues, *Film Production, Identification (Psychological), Independent Study, *Instructional Films, Learning Theories, Mass Media, Media Research, Nonverbal Communication, Reinforcement, Research Problems, *Symbolic Language, Symbolism

Motion pictures are not simply pictures that move. Instead, they involve a range of symbols, each of which has a somewhat unique function in the communication of meaning. The power of motion pictures lies in the range of symbols that can be employed and in the degree of their integrated expression of meanings. We can improve the effectiveness of motion pictures in instructional communication when we understand the function of pictures, language and musical symbols, and develop skills in using these symbols both uniquely and in reinforcing patterns as appropriate; for instruction is the arrangement and administration of learning situations. The effectiveness of instruction may be expected to improve when learning situations are arranged and administered so that basic principles of learning are in operation. Thus proper use of symbols can give an instructional film tone, context, novelty, opportunities for audience identification, and a feeling left with the audience of the necessity for further personal effort in order to achieve closure. More research and experimentation are needed so that instructional films will at least not violate principles of learning. (MM)

ED 034 428

EM 007 596

Kerr, Donald A.

Art Education as Perceptual Re-Training: A Report on the Sherman (Flash Lab) Method.

Nevada Univ., Reno. Dept. of Art.

Pub Date 69

Note—11p; Paper presented at American Psychological Association Convention, San Francisco, California, August 30 - September 3, 1968, and The National Art Education Assn. Convention, New York, N.Y., March 30 - April 5, 1969

Available from—Donald A. Kerr, Dept. of Art, University of Nevada, Reno, Nevada 89507

Document Not Available from EDRS.

Descriptors—*Art Education, Behavioral Sciences, Biological Sciences, Figural Aftereffects, *Freehand Drawing, Generalization, *Illumination Levels, Kinesthetic Perception, *Laboratory Procedures, Perceptual Development, Space Orientation, Teaching Methods, Visual Discrimination, *Visual Perception

Identifiers—*Flash Lab

The "Flash Lab" method of teaching the elementary fundamentals of drawing, a system based on the psychology of perception, the behavioral sciences, and the biological sciences, was developed to help correct common errors which beginning students make, such as inability to generalize, lack of proportional relationships, misjudgement due to depth, poor brightness discrimination, and little sense of unity or composition. The 16-week "Flash Lab" program is divided into three major phases (the Flash Phase, the Transitional Phase, and the Final Phase) in which students are subjected to varying times in darkness, varying compositions flashed before them, and varying degrees of light and time allowed for drawing. The program has been introduced into the University of Nevada's introductory art curriculum and has been found to teach students to react to any visual array in terms of the monocular cues of position, size, and brightness. [Not available in hard copy or

microfiche due to marginal legibility of original document.] (SP)

ED 034 429

EM 007 597

Prokof'ev, A. V.

Programmed Learning, Programmed Textbooks, Teaching Machines.

Ministry of Defense, Moscow (USSR). Military Publishing House.

Report No.—JPRS-35612; TT66-32047

Pub Date 19 May 66

Note—138p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (TT66-32047, MF \$6.5, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Articulation (Program), Autoinstructional Aids, Autoinstructional Methods, Autoinstructional Programs, Constructed Response, Educational Research, Feedback, *Instructional Technology, Pacing, Program Content, Program Design, *Program Development, *Programed Instruction, Programed Materials, *Programed Texts, Program Evaluation, Programming, Quality Control, Redundancy, Response Mode, Sequential Programs, *Teaching Machines

The overall idea of programed learning plays an important role in the learning process, but it does not contain any sensational discoveries or unusual points. Importance resides in the perfection of the existing systems and methods of learning with the use of the achievements of modern science, and particularly of radio electronics and cybernetics. Modern group and mass teaching processes are joined with individualized features by machines and textbooks which present the study material, control its assimilation, and transmit confirmation to the student concerning the correct assimilation of the material. To prepare material for a textbook or teaching machine, the author must himself first structure the material; a formidable task. Then he must choose one of a variety of formats, form a bridge between conventional teaching aids and programed aids to "pure" programed textbooks or direct communication with a machine. Teaching machines are further classified according to the functions performed in the learning process, the programming principle involved, the feedback method, the method of direct communication, structural peculiarities of the machine, and the type of teaching. Programed texts and teaching machines already in use in Russia are described. (MM)

ED 034 430

EM 007 598

Husband, D. D. Postlethwait, S. N.

The Concept of Audio-Tutorial Teaching.

Purdue Univ., Lafayette, Ind. Dept. of Biological Sciences.

Pub Date 69

Note—44p; Paper is the introductory chapter of thesis submitted to Dept. of Biological Sciences, Purdue University

Available from—University Microfilms, 300 North Zeeb Rd., Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors—Audiovisual Instruction, Autoinstructional Aids, *Autoinstructional Laboratories, Autoinstructional Methods, Botany, Demonstration Centers, Educational Programs, *Instructional Innovation, Instructional Media, Instructional Programs, *Learning Laboratories, *Multimedia Instruction, Phototape Recordings, *Science Instruction, Science Materials, Teaching Techniques

Audio-tutorial teaching, originated at Purdue University, employs an audio tape as a vehicle for guiding the student through a series of learning experiences. The student may be directed to use his textbook for an explanation of a diagram, to refer to his laboratory manual, or to observe the specimens and experimental materials prepared for his use. The freshman botany course at Purdue is taught using the audio-tutorial concept, supplemented by lectures, quiz sessions, and a research project. The system has produced no significant difference in learning as measured by the final examination. However it covers the material in less time than the conventional course, and is judged to be more interesting by the students. The text is supplemented by graphs of student performance and a list of references. (JY)

ED 034 431 EM 007 609

Timble, Michele Coombs, Don H.
An Interactive Information Retrieval System; Case Studies on the Use of DIALOG to Search the ERIC Document File.

Stanford Univ., Calif. ERIC Clearinghouse on Educational Media and Technology.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Dec 69
Note—90p.

EDRS Price MF-\$0.50 HC-\$4.60

Descriptors—*Computer Storage Devices, *Evaluation, *Information Retrieval, *Information Systems, Information Theory, Input Output Devices, Inquiry Training, Interaction, Research, *Search Strategies
Identifiers—*DIALOG, Educational Resources Information Center, ERIC

The first interactive (on-line) computerized use of the ERIC files by the U.S. Office of Education is reported in the form of an evaluation of the DIALOG system conducted at the ERIC Clearinghouse for Educational Media and Technology. Descriptions of the purposes of the study, of the DIALOG system (developed by Lockheed Missiles and Space Co.), and of the procedures involved in conducting a search of the ERIC file using DIALOG are followed by information on the nine people, from various areas of education, who were asked to help evaluate the system. The major portion of the report, consisting of nine case studies, is based on the reactions of these evaluators (gathered in debriefing interviews) to one or more DIALOG searches which they themselves conducted. In addition, 19 evaluations (based on questionnaires from other system users) are presented. These, along with the nine original evaluations, stress the speed and "horizon-widening" effect of the system. A final section examines the variety of uses for the system at the Clearinghouse. The pre-DIALOG questions, the debriefing outline, and records of the evaluators' searches are appended. (SP/MT)

ED 034 432 EM 007 611

Suppes, Patrick And Others
Computer-Assisted Instruction: Stanford's 1965-66 Arithmetic Program.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—Carnegie Corp. of New York, N.Y.; National Science Foundation, Washington, D.C.
Pub Date 68
Note—385p.

Available from—Academic Press Inc., 111 Fifth Avenue, New York, N. Y. 10003

Document Not Available from EDRS.

Descriptors—*Arithmetic Curriculum, *Computer Assisted Instruction, *Computer Programs, Computers, Cybernetics, Educational Technology, Elementary School Mathematics, Instructional Media, Mathematics Curriculum, *Mathematics Instruction, Mathematics Materials, Models, Performance Criteria, *Programmed Instruction, Programmed Materials, Program Evaluation, Programing Languages, Response Mode, Time Sharing

A review of the possibilities and challenges of computer-assisted instruction (CAI), and a brief history of CAI projects at Stanford serve to give the reader the context of the particular program described and analyzed in this book. The 1965-66 arithmetic drill-and-practice program is described, summarizing the curriculum and project operation. An edited version of the daily log of the project operation documents the types of problems encountered in the first application of a new technology in an operational setting. The results of surveys of students, parents, and teachers at the school made after the drill program had been in operation several months are presented and discussed. Previous research on methods of arithmetic teaching is reviewed; the implications of this research for the design and content of the drill program are described. The report presents some models for student performance in considerable detail. A controlled experiment conducted within the drill program is reported. The hardware, programing logic, and programing language developed to handle the program are described and analyzed. Appendixes provide a report on the previous year's program in CAI mathematics and several examples of the set of drills used by students at various grade levels. (JY)

ED 034 433 EM 007 612

Atkinson, Richard C., Ed. Wilson, H. A., Ed.
Computer-Assisted Instruction: A Book of Readings.

Stanford Univ., Calif. School of Education.

Pub Date 69
Note—362p.
Available from—Academic Press, Inc., 111 Fifth Ave., New York, N. Y. 10003

Document Not Available from EDRS.

Descriptors—Computational Linguistics, *Computer Assisted Instruction, Computer Oriented Programs, Computer Programs, Computers, Cost Effectiveness, *Educational Technology, Individualized Instruction, Instructional Media, *Language Instruction, Language Laboratories, *Programed Instruction, Programed Materials, Programing, *Programing Languages, Systems Approach

The editors have brought together 21 papers reflecting the current trends in research and development in computer assisted instruction (CAI). The papers were selected to be readable and of general interest to students without a background in CAI. The first four papers deal with the role of computers in education, now and in the future. Three papers are offered on the topic of a systems analysis approach to the development of individualized instruction. An attempt to use optimum learning strategies in a CAI program and a learner controlled program in statistics are described. Three papers describe attempts to utilize CAI in language instruction. Programs developed for CAI testing and drilling are described. Reports on CAI programs in use in Philadelphia and New York City are presented. Four papers cover the development of programing suitable for CAI purposes. The costs of CAI are compared with those of traditional education. Each paper contains a reference list of relevant documents. A collection of data tables is appended. (JY)

ED 034 434 EM 007 614

Richison, Benjamin F., Jr.
Geography Via the Audio-Visual-Tutorial Method. National Council for Geographic Education.

Pub Date 69
Note—44p.

Available from—National Council for Geographic Education, Room 1532, 111 W. Washington St., Chicago, Illinois 60602 (\$2.50)

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, *Autoinstructional Laboratories, Autoinstructional Programs, Carrels, *Curriculum Development, Filmstrips, Flexible Schedules, *Geography Instruction, *Independent Study, Individual Instruction, Instructional Innovation, *Instructional Materials Centers, Instructional Technology, Multimedia Instruction, Physical Geography, Programed Tutoring, Slides, Tape Recordings, Teacher Developed Materials

Geography teachers have available to them a wide variety of audiovisual aids. But the methods by which these materials should be used to produce the greatest impact upon learning deserve careful consideration. The Audio-Visual-Tutorial (ATV) laboratory at Carroll College purposes to improve the content of the freshman-sophomore course in physical geography, stimulate interest, promote independent learning, provide flexibility of class meeting times, make adjustments for the diversity of educational backgrounds, and promote economy in instruction. Fifteen study carrels are equipped with tape transports, slide projectors, and space for displaying models, samples, and instruments as needed. A large demonstration table also exhibits materials and instruments. Eight millimeter continuous-loop, rear projection units, independent study booths, and a weather station are also provided. The course consists of laboratory work and discussion sessions. Approximately 40 per cent more content is thus presented and examination scores have improved 28.75 per cent. (MM)

ED 034 435 EM 007 615

Taylor, William
Heading for Change: A Background Work-Book for the Harlech Television and University of Bristol Institute of Education Series. Supplement, Heading for Change: A Report.

Bristol Univ. (England). Inst. of Education.
Pub Date 69
Note—73p.; Supplement, 14p.

Available from—Harlech Television Limited, P.O. Box 58, Cardiff, England

Document Not Available from EDRS.

Descriptors—*Educational Administration, *Educational Change, Educational Improvement, *Educational Planning, Educational Programs, *Educational Television, *Inservice Education, Inservice Programs, Listening Groups, Management, Parent School Relationship, Student Teacher Relationship, Teacher Administrator Relationship, Teacher Education, Team Teaching, Televised Instruction, Tracking

A series of eight television programs was prepared by Harlech Television and the University of Bristol Institute of Education. Its purpose was to stimulate discussion of the human relations and management issues that arise in connection with innovation and change in the secondary school. The programs dealt with problems of size and change; tracking and grouping; team teaching and multi-media approaches; curriculum development; home/school relationships; counseling and guidance; school dropouts; and the roles of the headmaster and staff in planning and evaluation. Viewing groups were set up to encourage discussion. A workbook was provided which presented a group of letters and memos from the files of a hypothetical secondary school, background notes on the content of the programs, extracts from books and articles, and some suggestions for further reading. The multimedia package was designed to allow staff members to become acquainted with some of the changes in educational thinking and to discuss ways in which they might be useful at their particular school. The result of a survey of the viewers is tabulated. (JY)

ED 034 436 EM 007 616

Christian, William C., Ed.
Data Systems News: 1970 Information Source Directory. A Guide to Systems, Equipment and Supplies.

Pub Date Dec 69
Note—52p.

Available from—Data Systems News, United Business Publications, P.O. Box 7387, Philadelphia, Pa. 19101 (\$1.00)

Journal Cit—Data Systems News; v10 n12 Dec 1969

Document Not Available from EDRS.

Descriptors—*Computers, *Directories, Display Systems, Educational Equipment, Electromechanical Aids, *Equipment Manufacturers, *Information Systems, Input Output Devices, *Man Machine Systems, Microfilm, Microfilm

Designed as a reference guide for those seeking information about systems equipment and supplies, this directory is a compilation of a selection of literature, bulletins, catalogs, manuals, and specification sheets about systems equipment and related supplies. The directory is arranged alphabetically by products. Each listing has an identifying number. By filling in an inquiry card with the appropriate number, one may receive free of charge information which has been prepared by the manufacturer about the item. (JY)

ED 034 437 EM 007 617

Kinder, James S.
Using Audio-Visual Materials in Education.

Pub Date 65
Note—199p.

Available from—American Book Company, 55 Fifth Avenue, New York, N. Y. 10003 (\$3.75)

Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, Audiovisual Centers, *Audiovisual Communication, *Audiovisual Instruction, Bulletin Boards, Cartoons, Chalkboards, Charts, Display Panels, *Educational Resources, Graphic Arts, *Instructional Aids, Instructional Materials Centers, Language Laboratories, Phonotape Recordings, Photographs, Programed Instruction, Television

Organized to offer the prospective teacher an introduction into the field of audiovisual materials, this book covers the what, the why, and the how of their use. The process of communication is outlined to give a background for the choice of suitable material for the purpose. The use of pictorial instruction material, graphics, and sound material is discussed. Also covered are such miscellaneous instructional materials as chalkboard, felt board, bulletin board, and three-dimensional displays. The author discusses the use of the newer audiovisual aids—television, language laboratories, and programed learning. He

points out that the total effect of the classroom environment should be one of integrating the various learning experiences. He considers the advantages of an instructional materials center. Each chapter contains exercises and a reading list. The appendix contains a source list for each of the materials mentioned in the text. (JY)

ED 034 438 EM 007 628

Combs, Don H. And Others
Instructional Materials Centers: A Series Three
Collection from ERIC at Stanford.

Stanford Univ., Calif. ERIC Clearinghouse on
Educational Media and Technology.

Spons Agency—Office of Education (DHEW),
Washington, D.C.

Pub Date Dec 69

Note—17p.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—Audiovisual Aids, Audiovisual Centers,
Audiovisual Programs, *Instructional
Materials, *Instructional Materials Centers, In-
structional Media

Identifiers—*Educational Research Information
Center, ERIC

All relevant documents processed by the Educational Research Information Center system through August, 1969, on the subject of Instructional Materials Centers are listed and synopsized in this pamphlet. The length of each document is noted and information supplied on the method of obtaining hardcopy and microfiche copies. Most of the documents listed can be ordered individually or as a complete collection of 72 fiche. (SH)

ED 034 439 EM 007 629

Perraton, H. D. And Others

Linking Universities by Technology: A Report
Prepared for the Working Party on Inter-
University Communication by the Inter-University
Research Unit.

National Extension Coll., Cambridge (England).

Pub Date 69

Note—83p.

Available from—National Extension College,
Cambridge, England (\$2.75)

Document Not Available from EDRS.

Descriptors—Academic Education, *Communication
Problems, Communications, Cooperative
Programs, *Higher Education, Instructional
Media, *Instructional Technology, Instructor
Coordinators, Multimedia Instruction,
Phonotape Recordings, *Shared Services,
Slides, Teaching Methods, Teaching Styles,
Telephone Communication Systems, Telephone
Instruction, Television Curriculum, Television
Research, Universities, *University Extension
Identifiers—University Television Newsletter

A program of inter-university communication was established in England. It explored theoretical possibilities and concluded that the time is ripe to establish a series of experimental exchanges between universities. It explored five major questions. What academic needs did universities feel might be met by co-operation through educational technology? What helped and hindered exchange? Can universities agree on the common production of teaching materials? What is the future of live exchanges? Are simple techniques useful for exchange? A termly bulletin, "University Television Newsletter", was published by the Inter-University Research Unit of the National Extension College, Cambridge. It provides a vehicle for the Unit to inform higher education generally about its work, enables universities to exchange information about available recordings, carries articles which stimulate teaching and experimentation, and provides an abstracting service. The report describes a coherent series of experiments designed to see how far universities could use modern technical means to share their resources. (MM)

ED 034 440 EM 007 630

Dimitroff, Lillian

An Annotated Bibliography of Audiovisual Materials
Related to Understanding and Teaching the
Culturally Disadvantaged.

National Education Association, Washington,
D.C. Div. of Educational Technology.

Pub Date 69

Note—44p.

Available from—National Education Association,
Division of Educational Technology, 1201 Six-
teenth Street, N.W., Washington, D.C. 20036
(No. 381-11886 \$7.75)

EDRS Price MF-\$0.25 HC Not Available from
EDRS.

Descriptors—*Annotated Bibliographies, *Audio-
visual Aids, Bibliographic Coupling, Black
Community, Cultural Awareness, *Culturally
Disadvantaged, Ethnic Groups, Films, Film-
strips, Identification (Psychological), In-
structional Aids, Instructional Films, Instructional
Technology, Negro Attitudes, Phonotape
Recordings, *Teacher Improvement, Teacher
Response, Teaching Styles, *Urban Culture

This annotated bibliography lists films, film-
strips, and records concerning the appreciation,
understanding, and teaching of the culturally dis-
advantaged. Its major emphasis is the inner city
population. The materials cover a wide scope of
subject matter, and no effort has been made to
evaluate or select material. However, the description
of each item makes the document a
reference tool for many school and community
groups. A major portion of the items are designed
to sensitize adults rather than to instruct children.
(MM)

ED 034 441 FL 000 935

Anderson, Theodore And Others

Curricular Change in the Foreign Languages:
1963 Colloquium on Curricular Change.

College Entrance Examination Board, New York,
N.Y.

Pub Date 63

Note—89p.

Available from—College Entrance Examination
Board, Box 592, Princeton, New Jersey 08540
(\$2.00)

EDRS Price MF-\$0.50 HC Not Available from
EDRS.

Descriptors—Articulation (Program), Bilingual-
ism, *Classical Languages, *Conference Re-
ports, Cross Cultural Studies, Cultural Aware-
ness, Curriculum Design, *Curriculum
Development, Educational Change, Educational
Objectives, Instructional Technology,
*Language Instruction, Linguistics, *Modern
Languages, Psycholinguistics, Second Language
Learning, Speeches, Teacher Education,
Teacher Recruitment

Nine papers read and discussed at the Skytop,
Pennsylvania, Colloquium are presented along
with discussion summaries by Theodore An-
derson. Opening the colloquium with a paper on
the importance of language style in education,
Moses Hadas urges the cooperation of teachers of
modern foreign languages and of classical lan-
guages in order to achieve basic educational
goals. Stephen Freeman discusses the importance
of modern language education in a changing
world. The contributions of linguistics to lan-
guage teaching are described by Albert
Marckwardt. Psycholinguistics and psychological
approaches to second-language learning are
covered by Wallace Lambert. The objectives of
modern language teaching which contribute to
successful cross-cultural understanding and com-
munication are reviewed by Howard Nostrand.
Joseph Hutchinson stresses the need to define
learning objectives in his paper on technology.
Program articulation is explored by Donald
Walsh. Teacher recruitment, and certification
procedures are examined by Kenneth Mil-
denberger. A list of suggested readings is
furnished. (RL)

ED 034 442 FL 001 206

Spencer, John, Ed.

Linguistics and Style. Language and Language
Learning [Series], Number 6.

Pub Date 64

Note—109p.

Available from—Oxford University Press, 200
Madison Avenue, New York, N.Y. 10016
(\$1.40)

Document Not Available from EDRS.

Descriptors—*Applied Linguistics, *Descriptive
Linguistics, *English, English (Second Lan-
guage), Foreign Students, Form Classes (Lan-
guages), *Language Styles, Language Typology,
Language Universals, Linguistic Patterns,
Literary Analysis, Literary Criticism, Literary
History, *Literature, Second Language Learning,
Sociocultural Patterns, Structural Analysis,
Synchronic Linguistics, Syntax

Two monographs are included in this volume—
Enkvist's "On Defining Style, an Essay in Applied
Linguistics," and Spencer and Gregory's "An Ap-
proach to the Study of Style." The first mono-
graph discusses the history of stylistics (linguistic

and literary), different approaches to the problem
of definition of style theory, and offers some re-
marks on applied linguistics and the foreign stu-
dent. The second monograph espouses a com-
bination of literary criticism and linguistic analy-
sis. The specific contribution which linguistics has
to offer in stylistic analysis and literary criticism
is spelled out in explicit terms. (RL)

ED 034 443 FL 001 246

Lenneberg, Eric H., Ed.

New Directions in the Study of Language.

Pub Date 64

Note—194p.

Available from—The M.I.T. Press, Massachusetts
Institute of Technology, Cambridge, Mass.
02139 (\$5.00)

Document Not Available from EDRS.

Descriptors—Anthropology, *Behavioral Science
Research, Biology, Child Development, Child
Language, Experimental Psychology, Habit
Formation, *Language Research, Language
Universals, *Linguistic Theory, *Psycholin-
guistics, *Psychology, Second Language Learning,
Social Sciences, Speeches

A cross-section of language research at mid-
century from the viewpoint of the psychologist,
biologist, and anthropologist is offered in this
book bearing on problems of (1) maturation, (2)
social anthropology, (3) human biology, (4) ex-
perimental psychology, and (5) primary acquisition
of speech and language. Five papers
delivered at a symposium on "Language and the
Science of Man" are presented along with two
others delivered at other symposia of the 17th In-
ternational Congress of Psychology. Carmichael
discusses early growth of language capacity in the
individual. Some anthropological aspects of lan-
guage, specifically animal categories and verbal
abuse, are described by Leach. Lenneberg
presents a biological perspective of language.
Language and psychology are discussed by Miller.
Goldman-Eisler edited her formal discussions
with Carmichael, Lenneberg, and Miller of three
papers, and she includes an expanded version of
her own presentation on an experimental ap-
proach to psycholinguistic problems. Three
processes in the child's acquisition of syntax are
described by Brown and Bellugi. The last paper
by Ervin treats imitation and structural change in
children's language. (RL)

ED 034 444 FL 001 255

Karp, Theodore B. And Others

Principles and Methods of Teaching a Second
Language: A Motion Picture Series for Teacher
Training. Instructor's Manual.

Center for Applied Linguistics, Washington, D.C.

Pub Date 63

Note—53p.

Available from—Center for Applied Linguistics,
1717 Massachusetts Ave., Washington, D.C.
20036 (\$1.00)

Document Not Available from EDRS.

Descriptors—Applied Linguistics, Bibliographies,
Demonstrations (Educational), *Instructional
Films, *Language Instruction, Language
Teachers, *Manuals, *Second Language Learning,
Second Languages, Structural Analysis,
Structural Grammar, Structural Linguistics,
*Teacher Education, Teacher Qualifications,
Teaching Methods, Teaching Techniques

Linguistic principles applied in second language
instruction are illustrated and discussed in this
manual for use with a series of five films. These
films explore the nature of language and how it is
learned, language sounds, the organization of lan-
guage, words and their meanings, and language
teaching techniques. A chapter on each film pro-
vides a content summary, remarks on the demon-
stration class, points to watch for in the film,
questions for discussion, and topics for further in-
vestigation. A short bibliography and the 1959
Modern Language Association qualifications for
teachers of modern foreign languages are also in-
cluded. (AF)

ED 034 445 FL 001 342

A Comprehensive Bibliography of French Lan-
guage and Literature for Schools and Libraries,
Universities and Colleges.

Pub Date 69

Note—436p.

Available from—French and European Publica-
tions, Inc., 610 Fifth Ave., New York, N.Y.
10020 (\$3.00)

Document Not Available from EDRS.

Descriptors—Anthologies, *Bibliographies, Book Catalogs, *Catalogs, Dictionaries, Encyclopedias, Fiction, Fine Arts, *French, *French Literature, Grammar, Language Instruction, Libraries, *Linguistics, Literary Criticism, Literary History, Philosophy, Phonograph Records, Poetry, Resource Materials, Schools

An enumerated, comprehensive 12,087-item bibliography of publications on French language and literature with current prices is offered primarily for school and library use. In each of the eight major divisions the author is listed alphabetically with the exception of the Middle Ages, where literary genre classification is employed. The traditional, chronological division of literary periods by century is employed from the Middle Ages through the 20th century. Further subdivision in each century treats civilization, the arts, and literature, further subdivided into anthologies, critical essays and studies of literary history, and authors and their works. The first general chapter deals with civilization, the arts, literature (including bibliographies, dictionaries and encyclopedias, books and publishing, anthologies of literature, history of literature, and critical essays and studies of literary history), and miscellaneous topics related to philosophy and esthetics, pedagogy and teaching, folklore, and the press. The three part section on linguistics includes: (1) a bibliography and publications of congresses and learned societies, (2) general linguistics, and (3) material on the French language (history and usage, contemporary French, and learning French). An author and anonymous work index is followed by two lists of recordings indexed by author and subject. (RL)

ED 034 446 FL 001 432
Vinogradov, Victor V.

The History of the Russian Literary Language from the Seventeenth Century to the Nineteenth.
Pub Date 69

Note—275p.; Condensed adaptation into English with an introduction by Lawrence L. Thomas Available from—University of Wisconsin Press, Box 1379, Madison, Wisconsin 53701 (\$12.50)
Document Not Available from EDRS.

Descriptors—Authors, Church Role, Cyrillic Alphabet, Diachronic Linguistics, European History, Government Role, *Language Standardization, Language Styles, Literary Conventions, Literary Criticism, *Literary History, *Literary Influences, Literary Perspective, *Literary Styles, *Russian, Slavic Languages, Textual Criticism, Translation, Written Language

A chronologically presented, condensed adaptation into English of Vinogradov's classic work on the history of the Russian literary language from the 17th to the 19th century is broadened in scope by Lawrence Thomas' introduction. The text develops the fundamental interrelationship of Church Slavonic, chancery language of government, and the influence of Western Europe. The normalization of Russian, salon literary styles, and expansion of the bases of literary language are carefully examined. Writings of Pushkin and Gogol' remain as major literary landmarks in the evolution of Russian with the styles of Lomonosov, Radicev, Derzavin, Lermontov, Tolstoj, and Dal' also considered by Vinogradov. Frequent textual examples in Cyrillic, often with English translation, illustrate concepts under discussion. An index is provided. (RL)

ED 034 447 FL 001 452
Parry, Albert

America Learns Russian: A History of the Teaching of the Russian Language in the United States.

Pub Date 67
Note—205p.
Available from—Syracuse University Press, Box 8, University Station, Syracuse, New York 13210 (\$6.50)

Document Not Available from EDRS.

Descriptors—American Culture, Colleges, Curriculum Development, Economic Factors, Educational Objectives, Educational Strategies, *Higher Education, History, *Language Instruction, Migration, *Modern Language Curriculum, Political Influences, Religious Factors, *Russian, *Secondary Education, Teacher Associations, Undergraduate Study, United States History, Universities

Chronologically presented is the slow development of Russian language instruction in America

from the latter part of the 18th century at Kodiak, Alaska, to the establishment of large undergraduate departments at leading universities. The influence of Harvard University, the University of California, Columbia University, Pennsylvania State University, and the University of Pennsylvania is well documented. Sputnik of 1957 serves as a major chronological division in this historical overview. Economic, political, cultural, and religious influences behind the growth of Russian study and forces opposed to its expansion are given detailed attention. Appendixes list past and present officers of the American Association of Teachers of Slavic and East European Languages. An extensive index is included. (RL)

ED 034 448 FL 001 504
Castle, Pat, Ed. Jay, Charles, Ed.

Toward Excellence in Foreign Language Education.

Illinois State Office of the Superintendent of Public Instruction, Springfield.
Pub Date 68

Note—116p.; A special publication in commemoration of the Illinois Sesquicentennial Celebration, 1818-1968

EDRS Price MF-\$0.50 HC-\$5.90

Descriptors—*Articulation (Program), Conference Reports, Cooperative Planning, Cultural Education, Educational Improvement, Educational Objectives, Evaluation Techniques, Fles Programs, Individualized Instruction, Instructional Program Divisions, Instructional Staff, *Language Instruction, *Language Learning Levels, Language Proficiency, *Language Programs, Language Tests, *Teacher Education

Papers related to the work of the Bloomington Conference (April, 1968) for foreign language education improvement and standardization, particularly in teacher training programs, are presented in this special publication. A major effort is made at establishing the idea that good foreign language programs require cooperation between the subject oriented, liberal arts representatives and the faculty of the schools of professional education. Concepts of vital importance relating to the concepts of "level", individualized instruction, teacher training programs, FLES, articulation of foreign language programs, and guidelines for the evaluation of such programs are discussed at length. Additional material on the National Defense Education Act, culture, teacher-made tests, and oral proficiency is included with well defined samples of model foreign language programs and lists of problematic areas. (RL)

ED 034 449 FL 001 509

Marty, Fernand

Teaching French.

Spons Agency—Carnegie Corp. of New York, N.Y.

Pub Date 68

Note—324p.

EDRS Price MF-\$1.25 HC-\$16.30

Descriptors—*Audiovisual Methods, Audiovisual Instruction, *Cognitive Objectives, Comprehension Development, Course Content, Dialogue, Educational Equipment, Educational Philosophy, Equipment Maintenance, *French, *Language Instruction, Morphology (Languages), Oral Expression, Phonology, Spelling, Structural Analysis, Syntax, *Teaching Methods, Testing, Undergraduate Study, Vocabulary

This comprehensive analysis of French teaching methodology reveals basic problems underlying the current philosophy of language learning, while presenting new ideas based on extensive research. Two books, "Active French: Dialogues" and "Active French: Foundations Course" (Books 1 and 2), which stress well specified learning objectives, were developed to provide a dual approach to the morphology and syntax of the target language, thereby illustrating to the student the complexity of foreign language study. While urging an "intellectual approach" to language learning, the author includes extensive coverage of: (1) methodology, (2) phonology, (3) morphology, (4) audio-visual materials, and (5) the use of the "Active French" texts. Other chapters deal with syntax, vocabulary, spelling, comprehension, expression, and techniques for practice and testing. Concluding remarks bear significantly on the teacher, the learner, and

problems inherent in our educational system. An index is furnished. (RL)

ED 034 450

Munoz, Olivia

Songs in the Foreign Language Classroom. ERIC Focus Reports on the Teaching of Foreign Languages, Number 12.

American Council on the Teaching of Foreign Languages, New York, N.Y.; Modern Language Association, New York, N.Y. ERIC Clearinghouse on the Teaching of Foreign Languages.

Spons Agency—Modern Language Association of America, New York, N.Y.

Pub Date 69

Note—10p.

Available from—NLA/ACTFL Materials Center, 62 Fifth Avenue, New York, New York 10011 (\$5.25)

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—Academic Enrichment, Classroom Materials, Cultural Enrichment, Educational Games, Fles, Folk Culture, *Language Instruction, Lesson Plans, Resource Materials, Secondary Schools, *Second Language Learning, *Singing, Student Attitudes, Teacher Attitudes, *Teaching Methods, *Teaching Techniques, Vocal Music

This study, one in a continuing series of concise reports each dealing with a problem in foreign language teaching and learning, discusses the teaching of songs in the foreign language classroom. Commentary on the cultural, esthetic, and academic value of singing introduces an enumerated series of general suggestions on teaching the song. Other material includes remarks to the "non-singing" teacher, reteaching the song, part singing, evaluation, the folk song, action songs and games, and the Christmas carol. A resource list furnishes addresses of sources for song books, recordings, and tapes. (RL)

ED 034 451

Turner, E. Daymond, Jr.

Correlation of Language Class and Language Laboratory. ERIC Focus Reports on the Teaching of Foreign Languages, Number 13.

American Council on the Teaching of Foreign Languages, New York, N.Y.; Modern Language Association, New York, N.Y. ERIC Clearinghouse on the Teaching of Foreign Languages.

Spons Agency—Modern Language Association of America, New York, N.Y.

Pub Date 69

Note—12p.

Available from—MLA/ACTFL Materials Center, 62 Fifth Avenue, New York, New York 10011 (\$5.25)

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—Classroom Materials, *Classrooms, *Educational Coordination, Instructional Aids, Instructional Materials, *Language Instruction, Language Laboratories, *Language Laboratory Use, Language Programs, Language Tests, Lesson Plans, Material Development, *Second Language Learning, Student Attitudes, Teacher Attitudes, Teaching

This concise report, one of a series, focuses attention on the topic of correlation of work in the foreign language class with drill in the language laboratory. Viewing the attitude of the language teacher as the critical factor in this problem, the author presents fundamental material on: (1) selection of appropriate materials, (2) the use of careful scheduling of laboratory periods, (3) detailed programing of what is to be presented in class and in the laboratory to insure appropriate correspondence, (4) physical presence of the teacher in the laboratory during drill sessions whenever possible, and (5) use of the language laboratory for testing. Reference to other pertinent documents is made. (RL)

ED 034 452

Benitez, Mario A. And Others

Status of the Foreign Language Programs in the Largest Schools of South Texas During the Spring of 1967.

Pub Date 15 Jan 68

Note—51p.

EDRS Price MF-\$0.25 HC-\$2.65

Descriptors—*Articulation (Program), Educational Equipment, French, German, Instructional Materials, *Instructional Program Divisions, Language Instruction, *Language Programs,

FL 001 510

FL 001 511

FL 001 521

Latin, *Modern Language Curriculum, Program Evaluation, Scheduling, *School Surveys, Secondary Education, *Southern Schools, Spanish, Teacher Characteristics, Teacher Qualifications, Teachers, Textbooks
Identifiers—*Texas

This survey of 79 elementary schools, 33 junior high schools, and high schools in 14 districts, conducted during the spring of 1967, concerning language programs, teaching personnel, and materials and equipment provides classification of information in tabular format. Using the "Public School Directory 1965-1966" as a guide, only school districts with a student population of more than 5,000 were queried. Sections discuss languages offered, schedule of classes, program articulation, textbooks, teaching personnel, and comments and recommendations. An appendix is included. (RL)

ED 034 453 48 FL 001 528

Freeman, Stephen A.
Independent Evaluation of the Language Institute Program for the Summer of 1960.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 30 Nov 60

Note—18p; Report taken from Bulletin on the National Defense Education Act, Title VI, No. 11

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—*Audiolingual Methods, Audiolingual Skills, Curriculum Design, Educational Strategies, Evaluation, Evaluation Methods, Institutes (Training Programs), Institute Type Courses, Instructional Improvement, Instructional Innovation, *Language Instruction, National Programs, *Program Evaluation, *Secondary School Teachers, Second Language Learning, *Summer Institutes, Teacher Education

Identifiers—National Defense Education Act, NDEA

This report on the 1960 National Defense Education Act Summer Language Institutes for elementary and secondary school teachers is the second such evaluation prepared under the direction of Dr. Stephen A. Freeman. Descriptions and general objectives of the Language Development Program in the 37 NDEA Institutes for some 2,000 teachers are reviewed as well as evaluation procedures used in the report. Discussion of advanced-level and second-stage Institutes underscores the problem of too great a diversity of linguistic achievement in participant background; program flexibility is discussed as a possible solution. Faculty, briefing conferences, teacher competence, opportunity for practice of audio-lingual skills, housing and physical arrangements, demonstration class, culture courses, and language laboratory utilization are favorably emphasized in this evaluation. Major problems described relate to: (1) quality control of participants' practice teaching, (2) pattern drill construction by participants, (3) participant reaction to applied linguistics courses and their structuring, (4) damaged student morale resulting from taking standardized tests, and (5) credit for Institute study. For the report of the 1959 Institutes see FL 001 529. (RL)

ED 034 454 48 FL 001 529

Freeman, Stephen A.
Independent Evaluation of the Language Institute Program for the Summer of 1959.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 30 Nov 59

Note—8p; Report taken from Bulletin on the National Defense Education Act, Title VI, No. 8

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—*Audiolingual Methods, Audiolingual Skills, Curriculum Design, Educational Strategies, Evaluation, Evaluation Methods, Institutes (Training Programs), Institute Type Courses, Instructional Improvement, Instructional Innovation, *Language Instruction, National Programs, *Program Evaluation, *Secondary School Teachers, Second Language Learning, *Summer Institutes, Teacher Education

Identifiers—National Defense Education Act, NDEA

This independent evaluation, prepared for the United States Office of Education, of the first National Defense Education Act Summer Institutes

for elementary and secondary school teachers of foreign languages describes general objectives of National Defense Education Act Institutes and procedures for evaluation. Mention is made of experimentation and innovation including discussion of a required Russian or Japanese "shock course" for teachers. Noting the general success of the 12 Institutes, the report emphasizes three areas for improvement: (1) additional materials should be developed concerning audio-lingual skills, (2) courses and learning experiences should be of a direct and participatory nature, and (3) curriculum design should be integrated whenever possible. The most successful areas of work are judged to be: (1) practical application of the target language, (2) use of demonstration classes involving new methods and techniques, (3) practice teaching, (4) group discussion, and (5) individual criticism. Discussion of the harm done to the program by traditional concepts of "graduate credit" and "course requirement" is noted. For the report of the 1960 Institutes see FL 001 528. (RL)

ED 034 455 72 FL 001 537

Azzouz, Azzedine And Others

Selected Bibliography of Educational Materials: Algeria, Libya, Morocco, Tunisia. Volume 3, Number 4, 1969.

Agence Tunisienne de Public Relations, Tunis (Tunisia)

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—TT-69-52000-4

Bureau No.—BR-7-1275

Pub Date 69

Note—34p.

EDRS Price MF-\$0.25 HC-\$1.80

Descriptors—Adult Education, *Annotated Bibliographies, Educational Administration, Educational Methods, Educational Needs, Educational Objectives, Educational Planning, Educational Practice, *Educational Problems, *Educational Programs, *Foreign Countries, Instructional Aids, Instructional Materials, Instructional Program Divisions, International Education, Statistical Studies, Teacher Education

Identifiers—Algeria, Libya, *Maghreb Countries, Morocco, Tunisia

A 100-item bibliography with abstracts of books, newspaper articles, and periodical articles in English and French dating from 1953 offers information on various aspects of education in Algeria, Libya, Morocco, and Tunisia. Emphasis is placed on sections dealing with educational organization in primary, secondary, vocational and higher education; and the structure of educational organization in North Africa. Less extensive sections deal with: (1) educational philosophy, administration, statistics, and cooperation; (2) adult, teacher, religious, artistic and special education; and (3) teaching aids and special problems. English translations of foreign titles are provided and the country under consideration is noted. For companion documents see ED 026 892, ED 026 920, ED 029 527, ED 031 123, and FL 001 501. (RL)

ED 034 456 FL 001 539

Goethe-Institut Lehrerbibliothek: A Bibliography of Texts and Reference Works for the Teacher of German.

Goethe Inst., Munich (Germany).

Spons Agency—American Association of Teachers of German, National Carl Schurz Association, Inc., Philadelphia, Pa.

Pub Date Mar 69

Note—10p.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—*Annotated Bibliographies, Etymology, *German, *German Literature, *Grammar, *Language Instruction, Language Learning Levels, Language Styles, Literary Analysis, Literary History, Morphology (Languages), Pronunciation, Reference Books, Second Language Learning, Syntax, Twentieth Century Literature, Vocabulary, Writing, Writing Exercises

Teachers of German will find 120 items dating from 1960 entered in this alphabetized and annotated bibliography of texts and references. Language entries include material on: (1) grammar, (2) vocabulary, (3) pronunciation, (4) writing and style, (5) syntax, (6) morphology, (7) etymology, (8) dictation, (9) translation exer-

cises, (10) verbs, (11) difficulties of the language, and (12) the history of German. In literature, the broad listing includes: (1) reading books for all levels, (2) narrative literature, (3) literature handbooks, (4) documentary selections, (5) children's stories, (6) literary interpretation, (7) lyrics, (8) drama, (9) proverbs, (10) Brecht's calendar stories, (11) science books, and (12) cross word and puzzle books. (RL)

ED 034 457

FL 001 540

Kruse, Edward L., Jr.

Toward Ideal Foreign Language Articulation.

Canisius Coll., Buffalo, N.Y.

Pub Date 69

Note—7p; Article appeared in Language Methods Newsletter, v7 n1 p1-7 Fall 1969

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*Articulation (Program), Curriculum Guides, *Educational Coordination, Educational Programs, Instructional Materials, *Language Instruction, Methodology, *Modern Language Curriculum, *Secondary Schools, Second Language Learning, Sequential Programs, Supervision, Testing

A definitional statement of "articulation" in education introduces a seven-point program aimed toward that end in foreign language curriculum planning. Considering a six-year program essential for mastery of the target language, the author comments on the proper achievement of articulation through: (1) clearly defined goals, (2) proper supervision, (3) sequential planning, (4) syllabi for each level, (5) properly selected materials, (6) unified basic methodology, and (7) proper testing. A recommended foreign language basic methodology course outline for 14 college class meetings stresses the necessity of planning a unified program. (RL)

ED 034 458

FL 001 542

Lashbrook, Austin M.

The Place of Latin in the Curriculum.

Canisius Coll., Buffalo, N.Y.

Pub Date 69

Note—5p; Publication of Speech given at the Idaho Foreign Language Teacher's Conference, Boise College, Boise, Idaho, October 11, 1968 in Language Methods Newsletter, v7 n1 p16-20 Fall 1969

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—*Classical Languages, Classical Literature, Curriculum, Curriculum Development, Institutes (Training Programs), *Language Instruction, *Latin, Professional Associations, Professional Continuing Education, *Relevance (Education), Secondary Schools, *Secondary School Teachers, Second Language Learning, Student Interests, Student Needs, Teacher Attitudes, Teacher Improvement, Teacher Recruitment

The diminishing status of Latin in the curriculum underscores the author's plea to Latin teachers to strive toward the implementation of nine suggestions concerning: (1) improved teaching, (2) professional cooperation, (3) institutes and workshops, (4) organizational support, (5) the Junior Classical League, (6) experiments and projects, (7) curriculum planning, (8) teacher shortage, and (9) professional attitudes. Three major reasons for including Latin in the curriculum are related to making the study relevant to the current epoch. Five forces which have worked against the growth of Latin and a rejection of the typical justification for study are presented. (RL)

ED 034 459

72

FL 001 543

Levi, Zojica

Selected Bibliography of Yugoslav Educational Materials. Volume 5, Numbers 1-2, 1969.

Yugoslav Inst. for Educational Research, Belgrade.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—TT-69-51005-1; TT-69-51005-2

Bureau No.—BR-7-1275

Note—94p.

EDRS Price MF-\$0.50 HC-\$4.80

Descriptors—Adult Education, *Annotated Bibliographies, Educational Finance, Educational History, Educational Problems, Educational Research, *Educational Resources, *Foreign Countries, Higher Education, *Instructional Materials, Instructional Program Divisions, Instructional Staff, International Edu-

cation, Legislation, Physical Education, Schools, Secondary Education, Teacher Education

Identifiers—*Yugoslavia

Included in this two-volume English translation of an annotated bibliography are 160 items citing books and articles in Serbo-Croatian that contain information about Yugoslavian educational resources and school systems. Works cited refer to history, research, educational development, reform, staff training, and various levels of the Yugoslavian educational system. Curricula, audiovisual aids, self-education, physical education, problems in education, management and financing, and legislation are also covered. For related documents see ED 025 184, ED 026 893, and ED 031 109. (RL)

ED 034 460 FL 001 545

Vaite, Rebecca M.

Directions in Foreign Language Testing.

Modern Language Association, New York, N.Y.
ERIC Clearinghouse on the Teaching of Foreign Languages.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [69]

Note—66p.

Available from—Modern Language Association, Materials Center, 62 Fifth Ave., New York, N.Y. 10011 (\$2.00)

EDRS Price MF-\$0.50 HC-\$3.40

Descriptors—*Achievement Tests, *Aptitude Tests, Curriculum, Diagnostic Tests, Evaluation Techniques, Guides, Language Programs, *Language Tests, Manuals, Measurement Techniques, Modern Languages, *Objectives, Prognostic Tests, Research Needs, *Second Language Learning, Taxonomy, Teaching Skills, Tests, Test Selection

This handbook, which focuses on foreign language teaching in the classroom, aims to describe the "state of the art" in testing. The first section considers the area of aptitude testing, particularly the diagnostic function of aptitude tests. A taxonomy of foreign language teaching objectives points out the need to classify the aims of foreign language instruction. Another section on measuring achievement explores techniques and recent research, strongly urging the use of criterion-reference tests. The use of tests in the classroom and methods of evaluating teacher competence are discussed. Research needs are spelled out and a bibliography offered. Several tables graphically illustrate key concepts in this paper. (RL)

ED 034 461 72 FL 001 547

Das Gupta, A. K., Ed. And Others

Indian Educational Material: October-December 1968. Volume 3, Number 2.

Indian National Scientific Documentation Centre, Delhi.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Bureau of Research. Report No.—TT-69-53002-2

Bureau No.—BR-7-1275

Pub Date Dec 68

Note—104p.

EDRS Price MF-\$0.50 HC-\$5.30

Descriptors—*Annotated Bibliographies, Curriculum, Education, Educational Methods, Educational Planning, Educational Practice, Educational Problems, *Educational Programs, Educational Psychology, *Foreign Countries, Higher Education, Instructional Materials, Instructional Program Divisions, Student Evaluation, Student Testing, Teacher Education, Teaching Methods, Vocational Schools, *Womens Education

Identifiers—*India

This 185-item bibliography with English abstracts of books and articles of recent years on various aspects of Indian education includes a special section on women's education. Emphasis is placed on educational psychology, examination and evaluation (teacher and student), policy and planning, teaching methods, and special education. Less extensive sections deal with: (1) student related issues, (2) the "brain drain", (3) various levels of education in India, (4) vocational and technical schools, and (5) educational management. A list of the periodicals abstracted is included. For related documents see ED 016 168, ED 025 973, and FL 001 502. (RL)

ED 034 462

72

FL 001 548

Ba. U., Comp.

Education Abstracts: Burma. September-December 1968, January-April 1969.

National Science Foundation, Washington, D.C. Office of Science Information Services.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Bureau of Research. Report No.—TT-68-59401-3; TT-69-51051-1

Bureau No.—BR-7-1275

Pub Date [69]

Note—138p.

EDRS Price MF-\$0.75 HC-\$7.00

Descriptors—Abstracts, *Annotated Bibliographies, *Burmese, Burmese Culture, *Education, Educational Change, Educational History, Educational Objectives, English (Second Language), Foreign Countries, Foreign Relations, Higher Education, *International Education, Language Instruction, Literacy, Literacy Education, Primary Education, Secondary Education, Statistical Data, Teaching Methods

Identifiers—*Burma

Summaries of 243 Burmese newspaper articles, published from September through December 1968 and January through April 1969, offering information on educational seminars, educational statistics, primary and secondary education, and higher education, are reproduced in this two-volume bibliography with abstracts. Editorials and miscellaneous newspaper coverage include a broad variety of educational information, usually focusing on the new Burmese system of education. Reports on the training of junior assistant teachers and Burmese technical and vocational schools are treated in a special section. Appendixes include material on a librarians' seminar, a 1968 general seminar, education in British Burma, and literacy campaign. The numbered bibliographic entries provide the newspaper article title, newspaper source, dates of publication, and article length. For related documents see ED 025 987 and ED 027 807. (RL)

ED 034 463

FL 001 549

Stein, Jack M.

Language as a Liberal Art.

Pub Date 11 May 68

Note—18p.; Paper read at the Pennsylvania Modern Language Association Meeting, Allentown, Pennsylvania, May 11, 1968

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—*Audiolingual Methods, Behavior Theories, Educational Objectives, *Educational Philosophy, Grammar Translation Method, Language Experience Approach, *Language Instruction, Learning Motivation, Learning Processes, Learning Theories, *Liberal Arts, Linguistic Theory, *Literature, Literature Appreciation, Reading Tests, *Second Language Learning, Syntax, Transformation Generative Grammar, Vocabulary

Language, considered as a liberal art, is examined in the light of other philosophical viewpoints concerning the nature of language in relation to second language instruction in this paper. Critical of an earlier mechanistic audio-lingual learning theory, translation approaches to language learning, vocabulary list-oriented courses, graduate "reading exams", and other artificial language experiences, the author lauds the contributions of transformational-generative grammar theory, particularly the work of Noam Chomsky, for freeing language from the narrow confines of behavioral approaches to language instruction. A strong defense of literature is made, proposing that literature is the noblest form of language and, as such, is the proper study of language students. The use of literature to encourage language study is urged. (RL)

ED 034 464

FL 001 550

Sinnema, John R., Comp.

Selected List of German Reference Books for Secondary School Libraries.

American Association of Teachers of German.

Pub Date 68

Note—8p.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—*Annotated Bibliographies, Anthologies, Booklists, Dictionaries, Drama, Encyclopedias, *German, Grammar, History, *Libraries, *Library Material Selection, Poetry, Prose, *Schools, Travel

Compiled with secondary school teachers of German in mind who are asked to recommend books for a school library, this 52-item annotated bibliography lists encyclopedias, dictionaries (German-English, English-German, all-German, and specialty dictionaries), the Duden series, grammars, histories, travel books, anthologies (poetry, prose, and drama), and general anthologies. Highly recommended items are marked with an asterisk. Prices are noted. (RL)

ED 034 465

FL 001 551

Hahn, Paul T.

Survey of German Textbooks Used in Ohio High Schools, 1965-66.

Pub Date [66]

Note—11p.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—*German, Instructional Materials, Instructional Program Divisions, *Junior High Schools, Language Instruction, Language Learning Levels, Questionnaires, Second Language Learning, *Senior High Schools, *State Surveys, Student Evaluation, Surveys, Tests, *Textbooks

A three-part survey of Ohio public schools concerning the 1965-66 school year discloses: (1) a list of German textbooks used in the junior and senior high schools based on six teaching levels with slightly over 50 percent of the senior high schools participating, (2) a survey of German textbooks used in Ohio junior high schools based on class grades of many junior high schools with more than 84 percent participation, and (3) results of a questionnaire distributed at the April 1966 meeting of the American Association of Teachers of German in Columbus, Ohio, concerning the introduction of a standardized, statewide test to determine college level placement of incoming freshmen. (RL)

ED 034 466

FL 001 560

Bockman, John F.

Assessing a Foreign Language Program Through Proper Use of Standardized Tests.

Tucson Public Schools, Ariz.

Pub Date 28 Dec 67

Note—37p.; Paper presented at Supervisory Services Session of American Council on the Teaching of Foreign Languages Convention, Chicago, Illinois, December 28, 1967

EDRS Price MF-\$0.25 HC-\$1.95

Descriptors—Achievement, Aptitude Tests, Course Evaluation, Curriculum Design, *Curriculum Evaluation, Evaluation, Grades (Scholastic), *Language Learning Levels, *Language Programs, Language Research, Modern Languages, Performance Criteria, *Second Language Learning, Speeches, *Standardized Tests, Statistical Analysis, Student Needs, Test Results

Identifiers—MLA (Cooperative Language Tests), Modern Language Association, Pimsleur Language Aptitude Battery, Tucson Arizona Public Schools

This talk delivered at the 1967 annual meeting of the American Council on the Teaching of Foreign Languages examines a statistically-oriented assessment of the foreign language program at Tucson, Arizona. The text includes reprints of 25 transparencies used, largely drawn from the results of two groups of tests: (1) the Modern Language Association Cooperative Language Tests and (2) the Pimsleur Language Aptitude Battery. Other charts and diagrams indicate various interpretations of results of the tests pointing out ways in which to meet the varied needs of a large heterogeneous school population. (RL)

ED 034 467

FL 001 562

Lipton, Gladys And Others

Manual of Tape Scripts: Italian, Level 1. Curriculum Bulletin, 1968-69 Series, Number 12.

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Report No.—Bull-00-3051-80

Pub Date Mar 69

Note—44p.

Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201 (\$1.00)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Audio Equipment, Audiolingual Methods, Curriculum Enrichment, Grammar,

*Italian, Manuals, Modern Language Curriculum, Phonotape Recordings, Programed Texts, *Scripts, *Secondary Schools, *Second Language Learning, *Tape Recordings, Transformation Generative Grammar, Vocabulary, Vocabulary Development

This manual of tape scripts, together with a set of foreign language audio tapes for level 1 Italian, was prepared to support the curriculum bulletin, New York City Foreign Language Program for Schools: Italian, Levels 1-4. Vocabulary, repetition, transformation, and recombination drills on specific grammatical features allow further development of understanding and speaking skills. The scripts indicate change in speakers, opportunities for student response following a model, and cues for carefully controlled pattern response. Vocabulary used in each of 15 scripts, each normally requiring 10 minutes for practice is presented. (RL)

ED 034 468

FL 001 563

Lipton, Gladys And Others

Manual of Tape Scripts: French, Level 2. Curriculum Bulletin, 1968-69 Series, Number 10.

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Report No.—Bull-00-3012-80

Pub Date Mar 69

Note—87p.

Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201 (\$1.50)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Audio Equipment, Audiolingual Methods, Curriculum Enrichment, *French, Grammar, Manuals, Modern Language Curriculum, Phonotape Recordings, Programed Texts, *Scripts, *Secondary Schools, *Second Language Learning, *Tape Recordings, Transformation Generative Grammar, Vocabulary, Vocabulary Development

This second manual of tape scripts, together with a set of foreign language audio tapes for level 2 French, was prepared to support the curriculum bulletin, New York City Foreign Language Program for Secondary Schools: French, Levels 1-5. Vocabulary, repetition, transformation, and recombination drills on specific grammatical features allow further development of understanding and speaking skills. The scripts indicate change in speakers, opportunities for student response following a model, and cues for carefully controlled pattern response. Vocabulary used in each script is included. A total of 29 grammar units with scripts, one supplementary script on culture and subculture, and two review scripts on the possessive adjective comprise the text. Each script normally provides 10 minutes of practice. For the manual of tape scripts for French level 1 see ED 026 922. (RL)

ED 034 469

FL 001 564

Lipton, Gladys And Others

Manual of Tape Scripts: Spanish, Level 2. Curriculum Bulletin, 1968-69 Series, Number 13.

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Report No.—Bull-00-3022-80

Pub Date Mar 69

Note—96p.

Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201 (\$1.50)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Audio Equipment, Audiolingual Methods, Curriculum Enrichment, Grammar, Manuals, Modern Language Curriculum, Phonotape Recordings, Programed Texts, *Scripts, *Secondary Schools, *Second Language Learning, *Spanish, *Tape Recordings, Transformation Generative Grammar, Vocabulary, Vocabulary Development

This second manual of tape scripts, together with a set of foreign language audio tapes for level 2 Spanish, was prepared to support the curriculum bulletin, New York City Foreign Language Program for Secondary Schools: Spanish, Levels 1-5. Vocabulary, repetition, transformation, and recombination drills on specific grammatical features allow further development of understanding and speaking skills. The scripts indicate change in speakers, opportunities for student

response following a model, and cues for carefully controlled pattern response. Vocabulary used in each of 36 scripts, each normally requiring 10 minutes for practice, is presented. For the manual of tape scripts for Spanish level 1 see ED 026 923. (RL)

ED 034 470

FL 001 565

Lipton, Gladys And Others

Manual of Tape Scripts: German, Level 1. Curriculum Bulletin, 1968-69 Series, Number 11.

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Report No.—Bull-00-3031-80

Pub Date Mar 69

Note—48p.

Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201 (\$1.00)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Audio Equipment, Audiolingual Methods, Curriculum Enrichment, *German, Grammar, Manuals, Modern Language Curriculum, Phonotape Recordings, Programed Texts, *Scripts, *Secondary Schools, *Second Language Learning, *Tape Recordings, Transformation Generative Grammar, Vocabulary, Vocabulary Development

This manual of tape scripts, together with a set of foreign language audio tapes for level 1 German, was prepared to support the curriculum bulletin, New York City Foreign Language Program for Secondary Schools: German, Levels 1-4. Vocabulary, repetition, transformation, and recombination drills on specific grammatical features allow further development of understanding and speaking skills. The scripts indicate change in speakers, opportunities for student response following a model, and cues for carefully controlled pattern response. Vocabulary used in each of 17 scripts, each normally requiring ten minutes for practice, is presented. (RL)

ED 034 471

24

FL 001 566

McNamee, Lawrence Francis

A Bibliography Both in Manuscript Form and on Computer Tape of all English and American Literature Dissertations Accepted by American, British, and German Universities 1865-1968.

East Texas State Univ., Commerce.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-G-029

Pub Date 4 Dec 68

Grant—OEG-7-8-000029-0060-(010)

Note—1912p.

EDRS Price MF-\$7.00 HC Not Available from EDRS.

Descriptors—*American Literature, Authors, *Bibliographies, Colleges, Coordinate Indexes, *Divided Catalogs, *Doctoral Theses, *English Literature, Graduate Study, Language Research, Linguistics, Literary Criticism, Literary History, Researchers, Subject Index Terms, Universities

Identifiers—Germany, Great Britain, United States of America

This is an integrated, classified listing of 18,321 Ph.D. dissertations, prepared so that doctoral students in English or American literature could determine whether or not their potential dissertation topic had been treated in the United States, Britain, or Germany. Subject classification headings also include sections for some dissertations in language and linguistics, the teaching of English, and comparative literature. After a brief preface, pages 1-5 contain code numbers for the universities involved. Pages 6-38 give the codes for the subject classification. Pages 39-48 list English and American authors alphabetically, with their codes. Pages 49-1444 give the basic list of dissertations, arranged in 34 chapters. Pages 1445-1541 are a cross-index of English and American authors. Pages 1542-1908 are an alphabetic listing of dissertation authors. The computer tape from which the data for this listing were printed is permanently stored at the Modern Language Association, 62 Fifth Avenue, New York, N.Y. 10011. (KM)

ED 034 472

HE 001 189

Bagley, Clarence H., Ed.

Design and Methodology in Institutional Research.

Washington State Univ., Pullman. Office of Institutional Research.

Pub Date 65

Note—216p.; Proceedings of Fifth Annual Institutional Research Forum, State University of New York at Stony Brook, May 3-4, 1965

Available from—Clarence H. Bagley, Office of Institutional Research, Washington State University, Pullman, Washington (\$2.50)

Document Not Available from EDRS.

Descriptors—Computers, Curriculum Research, Data Collection, *Design, *Educational Technology, Enrollment Projections, Faculty Evaluation, *Higher Education, *Institutional Research, Library Reference Services, Models, *Research Methodology, Research Needs, Research Problems, Research Skills, Research Tools, Space Utilization, Student Research, Transfers

The proceedings of this forum contain 23 papers focusing mainly on the technical aspects of institutional research. Most of the authors are institutional research officers in various colleges and universities. Part 1 contains papers on institutional research methodology. They deal with such topics as faculty load studies, enrollment projections, campus planning, student questionnaires, curriculum, document scanners, and the use of computers in planning and decision-making. Part 2 contains papers on faculty, covering such topics as mobility, productivity, achievement, perceptions, and "holistic description." Part 3 contains papers on models and methods dealing with topics such as enrollment estimation, planning, space utilization, use of matrix coefficients, and the "methodological complex." Part 4 contains papers on students and curriculum. They include studies of students at Pittsburgh and Baylor Universities, and papers on drops and adds, curricular reform, and transfer students. Part 5 contains papers entitled "Satisfying Information Needs of Officers for Institutional Research" and "Problems in Data Collection." Part 6 contains the program outline and a listing of the 189 participants. (DS)

ED 034 473

HE 001 191

Frame, Stanley M.

Institutional Self-Analysis and Long-Range Planning in a Small Liberal Arts College. Part I—Study Design.

Bethany Nazarene Coll., Okla.

Pub Date Oct 69

Note—40p.

EDRS Price MF-\$0.25 HC-\$2.10

Descriptors—*Administration, Church Related Colleges, *Colleges, Educational Objectives, *Higher Education, *Institutional Research, Instruction, Liberal Arts, *Planning, Research Design, Student Participation

Identifiers—*Bethany Nazarene College

A plan has been adopted by Bethany Nazarene College to study practices and procedures at that college and at other institutions, and to suggest changes to be implemented over a 10-year period. The entire faculty and many students are involved in this 2-year study. A study committee identified the scope, sequence, and priorities of the study. This report, the first of 3, describes the design of the study. Topics to be considered are grouped under 7 areas: objectives and philosophy, instruction, students, faculty, physical facilities, business and finance, and administration. The final study design calls for establishment of 7 committees to consider assigned study areas; establishment of a resources committee, maintenance of a steering committee; a sequential stair-step reporting deadline for the development of preliminary reports; the gearing of study activities to the academic year; and compilation and development of the final report. Appendices present complete listings of study topics, committee tasks, college and universities serving as a data reference group, and detailed flow charts of the study design. (Author/JS)

ED 034 474

HE 001 192

Melnick, Murray And Others

The Effect of a Short Computer Course on Attitudes Toward the Computer.

Hofstra Univ., Hempstead, N.Y. Center for the Study of Higher Education.

Report No.—Rep-85

Pub Date Sep 69

Note—21p.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—Comparative Analysis, *Computer Assisted Instruction, *Course Evaluation, *Higher Education, Input Output Devices, Natural Sciences, *Student Reaction

Identifiers—*Hofstra University

In the spring of 1969, a short computer course comprising three hours of lectures and two hours of working with a computer was offered at Hofstra University to 101 natural science students. A questionnaire, which was designed to assess the impact of the 5-hour course, was administered to the students before and after they took the course. This paper presents evidence on the extent to which the students' attitudes toward and appraisal of the computer changed after they had taken the course. Post-course student responses to five questions in the questionnaire revealed that 34 to 52% of the students felt they had learned a great deal; 50% indicated that too little time, and the other half felt that too much time, was spent on various parts of the course; the average student spent 2.7 hours listening to lectures and 2.4 hours studying or working at the computer center; the computer course, when compared to the regular course, approximately matched the regular course in terms of amount learned and ease of understanding, but was considered to be a little more interesting; and 63 of the students made suggestions for improving the course. These and other data seem to confirm the value of the short computer course, especially since it resulted in more favorable student views of the computer and of its general usefulness. The paper discusses some of the course's limitations and suggests improvements for future presentations. The questionnaire and six tables are appended. (WM)

ED 034 475

HE 001 195

Kanun, Clara

Comparison of Grade Point Averages and Credit Loads Completed Summer Sessions and Academic Year 1964-1968, 1963-64 to 1967-68. Part Three, Series One.

Minnesota Univ., St. Paul. General Extension Div.

Pub Date Jul 69

Note—29p.

EDRS Price MF-\$0.25 HC-\$1.55

Descriptors—*Academic Achievement, *Grade Point Average, *Grades (Scholastic), *Higher Education, *Summer Schools

Identifiers—*Minnesota University

This report gives an answer to the question "How does the experience in the concentrated time period of the summer session compare with the academic year?" The grade point achievements and credit loads completed are compared for summer session and academic year students in the College of Liberal Arts, College of Education, and Graduate School for the academic years 1963-64 through 1967-68 and the summer sessions 1964-68. It is concluded that there is no difference in average grade point achievement between the summer session and the regular academic year and the patterns of achievement among the students reflect the varying functions of the three units of major enrollment. (DS)

ED 034 476

HE 001 196

Kanun, Clara

Actual and "Ideal" Patterns of Attendance Summer Session and Academic Year 1964 to 1968, 1963-64 to 1967-68. Part two, Series One.

Minnesota Univ., St. Paul. General Extension Div.

Pub Date Jun 69

Note—24p.

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—*Attendance, *Enrollment Rate, *Enrollment Trends, *Higher Education, *Summer Schools

Identifiers—*Minnesota University

This report gives an answer to the question "What motivates summer session attendance?" The patterns of attendance of 3 groups of students (summer session only, academic year only, and both) are compared with the "ideal," and the generalization is made that the academic year students attending the summer session are "more often motivated by acceleration toward the degree goal" than the "academic year only" or "summer session only" students. "Ideal" is defined as attendance at both parts of the summer session or throughout the academic year terms (fall, winter, and spring). Attendance data are given for each group of students in the College of Liberal Arts, the College of Education, and the Graduate School for the academic years 1963-64 through 1967-68 and the summer sessions 1964-68. (DS)

ED 034 477

HE 001 199

The Extra-Curriculum. The Study of Education at Stanford. Report to the University.

Stanford Univ., Calif.

Report No—Rep-6

Pub Date Aug 69

Note—95p.

EDRS Price MF-\$0.50 HC-\$4.85

Descriptors—*Athletic Activities, Clubs, *Cocurricular Activities, *Higher Education, Intercollegiate Programs, Physical Education, School Newspapers, *School Publications, *Student Organizations, Student Unions

Identifiers—*Stanford University

This report, the sixth in a series of ten, was prepared by the Steering Committee, the Study of Education at Stanford. The series, based on the concept that education should be a continuous process of discovery throughout life, sets forth recommendations for strengthening the academic enterprise at Stanford. To enhance the educational value of extracurricular activities, this report offers 24 recommendations in 3 major areas—cultural events, publications, and athletics. The proposed changes are designed to promote the personal growth (i.e. self-esteem, interpersonal relations, creativity) of student participants. Recommendations cover the responsibilities of a proposed faculty-student committee on the Extracurriculum; the establishment of 3 additional physical facilities for extracurricular activities; improvements in the Stanford Daily, supplements to the Daily, literary and political publications, course evaluations, and non-student publications; and the division of the athletic department into 2 separate departments, the Department of Athletics (inter-collegiate) and the Department of Physical Education. Further recommendations deal with orienting freshmen athletes, organizing the Department of Physical Education, and integrating the Department of Athletics with the university community. The report is available from: Study of Education at Stanford, Stanford University, Stanford, California 94305. (DS)

ED 034 478

HE 001 200

Hodgkinson, Harold

Student Participation in Campus Governance.

California Univ., Berkeley, Center for Research

and Development in Higher Education.

Pub Date 8 Feb 69

Note—6p.; Based partially on the American Association for Higher Education's Campus Governance Project

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—Administrative Organization, *Administrator Attitudes, Decision Making, *Governance, *Higher Education, *Student Characteristics, Student College Relationship, *Student Participation, Teaching Quality, University Administration

The concept underlying the research discussed in this paper is that governance has to do with the perceptions of campus problems held by different groups and the perceptions of those who are knowledgeable and influential in dealing with these problems. Data were collected from over 3,000 persons on 19 selected campuses, and more than 900 interviews were held with students, faculty, administrators, department chairmen, and trustees. At some institutions, the administration and faculty favored student participation on the ground that better decisions would result, while at others students were placed on major committees merely to "take the heat off." Administrators at some institutions asserted that students should have absolutely no say in the governance of the institution, while some at others gave students more responsibility than they were willing to accept. In most situations, student participation in governance has worked well, but problems that they face include the inflexibility of some administrative structures, the lack of information on budgetary and other fiscal matters, and the diversity of student bodies for whom no one student representative can speak. However, data show that students are more concerned about the quality of teaching than are faculty or administrators, and because of this reason they are needed to improve the quality of university decision-making. (WM)

ED 034 479

HE 001 201

Joughin, Louis

The Role of the Student in College and University Governance.

American Association of University Professors, Washington, D.C.

Pub Date 22 May 68

Note—8p.; Address delivered at the Symposium on Academic Freedom and Responsibility, California State College, Los Angeles, May 22, 1968

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—Activism, Civil Rights, Decision Making, *Governance, *Higher Education, Innovation, Institutional Administration, *Participation, Social Change, *Student College Relationship, *Student Role

If an institution of higher education is to function, it is necessary that all components—trustees, administration, faculty, and students—fulfill their individual responsibilities. However, students cannot fulfill their responsibilities for self-development unless they are allowed certain rights and freedoms. Any college or university can benefit from the talents of its students. To facilitate their involvement, institutions should: 1) provide for more information exchange; 2) consult with students; and 3) give students decision-making responsibility in many areas of university life and complete responsibility for some areas of student life. As "consumers" of institutional services, students should be heard on all academic matters that concern them. The proper student role in non-academic life is difficult to discover, but a good beginning can be made in intensive cooperative study—such as that at Brown University and Pembroke College. A great deal of misunderstanding between students and the local community might be avoided by instituting channels of communication. Students have valid complaints about the conditions of the country and should not hesitate to offer considered approaches to solving our problems. There is no group better qualified to improve the colleges and universities than the students in them. (DS)

ED 034 480

HE 001 202

Gurte, Emile Yaker, Harold E.

The Prevalence and Value of Language Requirements for Graduate Degrees.

Hofstra Univ., Hempstead, N.Y. Center for the

Study of Higher Education.

Report No—Rep-81

Pub Date Sep 69

Note—10p.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—*Degree Requirements, Degrees (Titles), Doctoral Degrees, *Graduate Study, *Higher Education, *Languages, Masters Degrees, *Second Languages

This report reviews some of the recent literature concerning the prevalence and value of graduate language requirements, and provides information about the requirements of 19 New York colleges and universities. In general, the literature reveals a liberalization of graduate language requirements. At the doctoral level, there are trends toward: increasing the number of acceptable languages, allowing other options to fulfill the requirements (such as proficiency in statistics or advanced mathematics), and allowing departmental control over requirements. At the master's level, the literature reveals conflicting reports, but there appears to be a gradual liberalization here also. Of the 19 New York schools that offered master's degrees, 11% had a university language requirement, 47% allowed departmental discretion, and 42% had no language requirement at this level. Language use in writing doctoral dissertations ranged from 0% in some fields to 35% in others, and in later research from 0% to about 60%. In general, knowledge of foreign languages was deemed important in the physical sciences, economics, English, and history, and was considered unimportant in the social sciences (except economics), the applied sciences, business, and education. The report is available from Center for the Study of Higher Education, Hofstra University, Hempstead, New York. (DS)

ED 034 481

HE 001 204

Magoun, H. W., Ed.

Proceedings of the Second Summer Workshop for Graduate Deans.

Council of Graduate Schools in the U.S., Washington, D.C.

Pub Date Oct 69

Note—166p.; Workshop held at University of California Conference Center, Lake Arrowhead, California, July 6-11, 1969

EDRS Price MF-\$0.75 HC-\$8.40

Descriptors—*Administration, Admission (School), Bibliographies, Disadvantaged Groups, Federal Aid, *Graduate Study,

***Higher Education, Programs, Student Role, Students, Teacher Education, Teaching**

The proceedings of this workshop contain 18 papers on various aspects of graduate education. Some discuss its general features while others are concerned with more specific issues in this area: administration, teaching, training college teachers, degree programs, federal support, admissions, student financial assistance, student role, disadvantaged students, and graduate work in the natural sciences, social sciences, humanities, and practitioner-oriented fields. A summary of the workshop discussions, a bibliography of 185 items, tables, and listings of contributors and participants are also included. The authors of the papers were: Gustave Arlt, Robert Henle, S.J., John Folger, John Morse, Robert Kinsman, Frank Koen, Charles Falk, Preston Valien, Sanford Elberg, Milton Muelder, Robert McDermott, J. Boyd Page, John Landgraf, J. Peterson Elder, Joseph L. McCarthy, Philip Altbach, and David Sanchez, Jr. The document is available from The Council of Graduate Schools in the U.S., One Dupont Circle, Washington, D.C. 20036 (\$2.00) (DS)

ED 034 482

HE 001 205

Howard, Lawrence C., Ed.

Interinstitutional Cooperation in Higher Education.

Wisconsin Univ., Milwaukee. Inst. for Human Relations.
Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin Univ., Milwaukee. Inst. for Human Relations.

Pub Date 67

Note—571p; Proceedings of a Conference on Interinstitutional Cooperation in Higher Education, Wingspread, Racine, Wisconsin, March 3-4, 1967

EDRS Price MF-\$2.25 HC-\$28.65

Descriptors—Administration, Affiliated Schools, Art Education, Bibliographies, Civil Rights, College Cooperation, *Colleges, Governance, *Higher Education, *Interinstitutional Cooperation, *Negro Colleges, Negro Education, Negroes, Social Change, Students, Universities

Identifiers—*Higher Education Act of 1965 Title III

This conference focused attention on the uses of interinstitutional cooperation as a device to strengthen developing institutions of higher education. The 30 contributors included social critics, members of foundations and federal agencies, and representatives of institutions in the Developing Colleges Program. (This program, Title III of the Higher Education Act of 1965, has financed 249 cooperative arrangements which have either linked a developing college to an established institution or developing colleges to each other.) The proceedings are divided into 7 major topics: 1) Interinstitutional Cooperation for the Established and Developing Colleges; 2) The Nature of Interinstitutional Cooperation; 3) Some Implications of Interinstitutional Cooperation for the Governance of Higher Education; 4) Interinstitutional Cooperation and the College Student; 5) Promoting Change through Interinstitutional Cooperation; 6) Interinstitutional Cooperation and the Future; and 7) Recommendations. The editor includes a commentary in each section and a bibliography in Section 2. He concludes that "interinstitutional cooperation among colleges of different levels of quality works and...should be dramatically expanded." Copies are available from Bureau of Higher Education Research, US Office of Education, Washington, D.C. 20202. (DS)

ED 034 483

HE 001 206

French, John W.

Validation of Motivational Types.

New Coll., Sarasota, Fla.

Spons Agency—Office of Naval Research, Washington, D.C.

Report No.—N00014-68-C-0116

Pub Date Sep 69

Note—30p.; Second of two reports under project entitled "Theory and Measurement of Motivational Factors in High-Level Training"

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—Academic Standards, *Admission Criteria, Factor Analysis, *Higher Education, *Measurement Techniques, *Predictive Measurement, *Student Motivation, Validity
Identifiers—Florida, *New College, Sarasota

An earlier report presented the results of an inverse factor study of interrelationships among students over a variety of measures associated with motivation to study in college. Seven of the 10 motivational factors revealed in that study were related to academic criteria that are considered to be of practical importance in the admissions process. In this study, cross-validation of students from a new class comprising 82 men and 56 women revealed that items loading each of the seven factors continued to correlate and to predict four academic criteria: team work, standing (academic), independent study, and faculty ratings (of participating students). Multiple regression showed that three of the seven factors were useful predictors when they were used with SAT scores and high school ranks. The three factors are emotional stability, concerned responsibility toward society, and conscientiousness in studying. The recommendations present a list of these three factors, loaded with their corresponding items, to be used either for obtaining factor scores or as part of a battery of individual predictors. It is felt that the factors can be of definite usefulness in the admissions process at New College. (WM)

ED 034 484

HE 001 207

Hansen, B. L. Sandler, S.

Report on a Study of Faculty Activities at the University of Toronto.

Toronto Univ., Ontario. Office of Institutional Research.

Report No.—OIR-9

Pub Date Sep 67

Note—27p.

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors—Administration, College Administration, *Faculty, *Higher Education, Professional Personnel, *Staff Utilization, Teaching Assignment, Teaching Load, *Time Blocks, *Working Hours

Identifiers—*Toronto University

As the first phase of a 2-phase cost study at the University of Toronto, a survey was made of the weekly distribution of time of full-time academic staff in 1966-67. This report presents the results gathered from 719 respondents to a questionnaire. For the purposes of the study, time distribution was divided into undergraduate instruction, graduate instruction, graduate supervision, university research, assisted research, reading and study, administration, student services, public services, and "other professional activities." Academic staff was divided into the categories of: full professors, associate professors; instructors, department heads, and associate deans. The report gives the weekly time distribution of each of the academic ranks in each area both for the summer session and regular academic year. An analysis of the more significant results shows that 82% of the professors' time was devoted to strictly academic activities, and that the average annual unit cost of graduate students was about 4 times that of undergraduates. A time-profile of the average professor is formed and some "important" academic workload standards are proposed. Tables and graphs illustrate the discussion. (DS)

ED 034 485

HE 001 209

Smithsonian Institution. Opportunities for Research and Advanced Study 1970-1971.

Smithsonian Institution, Washington, D.C. Office of Academic Programs.

Pub Date 69

Note—223p.

EDRS Price MF-\$1.00 HC-\$11.25

Descriptors—Anthropology, Arts Centers, Biological Sciences, Biology, *Educational Opportunities, Fine Arts, *Higher Education, Humanities, *Institutional Facilities, Libraries, Museums, *Opportunities, Physical Sciences, Programs, *Research, Resource Centers, Science History, Sciences

Identifiers—*Smithsonian Institution

This book describes study and research programs and facilities at the Smithsonian Institution in 9 academic areas: 1) History of Science and Technology; 2) American Studies; 3) Cultural Studies; 4) Museum Studies; 5) Anthropology; 6) Evolutionary and Systematic Biology; 7) Environmental Biology; 8) Evolutionary and Behavioral Biology, Tropical Zones; and 9) Physical Sciences. Research programs are offered in most of these areas, but an investigator may be appointed Visiting Scholar or Visiting Scientist to

pursue research independently. The principal facilities are located in Washington, D.C. and Cambridge, Massachusetts and include museums, galleries, libraries, archives, and specialized centers. Programs at the Office of International Activities and the Woodrow Wilson International Center for Scholars are also described. Financial assistance is available for most types of study and research. Biographies of the professional staff, their research interests, and activities are listed under the appropriate academic area. Copies are available from Office of Academic Programs, 236 Pension Bldg., Smithsonian Institution, Washington, D.C. 20560. (DS)

ED 034 486

HE 001 225

Policy Documents and Reports of the American Association of University Professors.

American Association of University Professors, Washington, D.C.

Pub Date Sep 69

Note—70p.

EDRS Price MF-\$0.50 HC-\$3.60

Descriptors—*Academic Freedom, Accreditation (Institutions), Civil Rights, Ethical Values, *Faculty, Governance, *Higher Education, Instructional Television, Leave of Absence, *Policy, *Professors, Recruitment, Research, Retirement, Strikes, Teaching, Tenure

This document, containing 22 statements and reports, presents the policies of the American Association of University Professors (AAUP) in 7 major areas. In (I) "Academic Freedom, Tenure, and Due Process," there is a statement of principles and statements and reports on dismissal proceedings, nonreappointment notices, extramural utterances, institutional regulations, political activities, national security, tenure, and retirement. In (II) "College and University Government," there is a general policy statement and statements on institutional investigations, economic interests, and strike participation. In (III) "Professional Ethics," there is a general policy statement and statements on recruitment, resignation, and late resignation. In (IV) "Student Rights and Freedoms," the "Joint Statement on Rights and Freedoms of Students" is included. In (V) "College and University Accreditation," there is a statement entitled "The Role of the Faculty in Accrediting Colleges and Universities." In (VI) "Research and Teaching," there are statements on instructional television and government-sponsored research. In (VII) "Collateral Benefits," there are statements on retirement, insurance plans, and leaves of absence. All of the statements and reports were published in the AAUP Bulletin between 1965 and 1969 and specific citations are made. The AAUP Constitution is included. The publication is available from AAUP, One Dupont Circle, Washington, D.C. 20036 (\$2.00). (DS)

ED 034 487

HE 001 226

A Proposal to Establish The Council of the Princeton University Community. A Report of the Special Committee on the Structure of the University.

Princeton Univ., N.J.

Pub Date May 69

Note—34p.

EDRS Price MF-\$0.25 HC-\$1.80

Descriptors—Administrative Organization, Administrator Role, *Governance, *Higher Education, Intergroup Relations, *Policy Formation, Student College Relationship, *Student Participation, Teacher Relationship, *University Administration

Identifiers—New Jersey, *Princeton University

To effect a system of university governance in which a broad range of opinion may be brought to bear on policy issues and in which differences of opinion within and among groups may be heard, Princeton University's Special Committee on the Structure of the University has proposed the establishment of the Council of the Princeton University Community. The proposed Council would have the authority to "consider and investigate any question of University policy, any aspect of the governing of the University, and any general issue related to the welfare of the University." Part I of this report presents the basic features of the Council, and states how it may be expected to operate in practice and how it would fit into Princeton's governmental structure. Part II contains the Charter of the Council, which describes the authority, membership, organization, and procedures of the proposed Council.

The 57 Council members would include representatives of the faculty, administration, undergraduate and graduate students, alumni, the Staff Council, and the professional library, research, technical, and office staffs. The President of Princeton University would be the Council's presiding officer and Chairman of its 15-member Executive Committee. The Charter provides for six standing committees: one each on governance, rights and rules, priorities, relations with the local community, resources, and a judicial committee. (WM)

ED 034 488 HE 001 238

Standing Committee to Develop the Afro-American Studies Department. A Progress Report.
Harvard Univ., Cambridge, Mass.
Pub Date 22 Sep 69
Note—41p.

EDRS Price MF-\$0.25 HC-\$2.15

Descriptors—*African American Studies, African Culture, African History, Black Community, *College Majors, *Departments, *Higher Education, *Intellectual Disciplines, Negro Culture, Negro History, Negro Literature, Units of Study (Subject Fields)

Identifiers—*Harvard University

This report provides a general description of the inter-disciplinary Department of Afro-American Studies at Harvard University scheduled to open in the fall of 1969. Previously a program, Afro-American Studies was voted departmental status by a faculty vote in April 1969. Descriptions are provided for courses to be offered in: black civilization, history of slavery, Ethiopian history and religion, Africa and world politics, Caribbean social structure, black labor and politics, Boston's black community, philosophy of the black movement, black rights, African and West Indian history, African art history, American Negro poetry, and American Negro literature. Biographical data of the 9 professors and lecturers are included. Four recommendations are offered concerning the scope and functions of the department. The report also provides a general description of the proposed W.E.B. DuBois Institute for Afro-American Research. The purpose of the institute will be to "stimulate inquiry into problems...to facilitate research programs...and to find programs which will provide insights into the problems facing black people..." Descriptions are provided of the work of the Library Resources Subcommittee and two discussion series with Boston area universities concerning cooperative work in Afro-American studies. The appendices include a prospectus on the proposed institute. A supplement offers information on related courses in other departments and schools. (DS)

ED 034 489 HE 001 233

Harrington, Fred Harvey.
We Must Speak Out for Public Higher Education.
National Association of State Universities and Land Grant Colleges, Washington, D.C.
Pub Date 11 Nov 69

Note—7p; Address delivered at Annual Conference of National Association of State Universities and Land-Grant Colleges, Chicago, Illinois, November 11, 1969

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—Educational Finance, *Educational Opportunities, *Higher Education, Institutional Role, *Land Grant Universities, Public Education, *Relevance (Education), School Community Relationship, Social Change, *State Universities

The principle underlying public higher education in the US is that while learning helps the individual, it is mostly for the benefit of the economy, society, government, and culture, and therefore society should bear most of the cost of such education. Public education is being threatened today by national and state proposals that the student be required to pay the full costs of his education. But with such a requirement, public higher education as it has traditionally existed in this country would cease to be. One may assess the values of public higher education by considering three words: (1) Opportunity. The goal of public universities involves excellent education for the many rather than the few. Despite tax and other pressures, low fees have prevailed, and today they are fundamentally tied to current pressures for providing opportunities for low-income groups. (2) Relevance. Land-grant and other state universities, which were set up to provide opportunities and practical curricula, not only developed professional education along with

general education but linked research theory with practical work to improve the human condition. (3) Involvement. Public institutions have never endorsed the ivory tower, but have sought to link public service to teaching and research, to educate adults, and to render service to those who could not attend institutions of higher education. (WM)

ED 034 490 HE 001 234

Hutchinson, Jerry R., Comp. And Others.
College Enrollments of High School Graduates from Mississippi High Schools 1963-64 through 1967-68.

Mississippi Univ., University. Bureau of Educational Research.
Pub Date Sep 68

Note—57p.

EDRS Price MF-\$0.25 HC-\$2.95

Descriptors—College Admission, *College Attendance, Colleges, *Enrollment Rate, Enrollment Trends, *Higher Education, *High School Graduates, High Schools, *Student Enrollment Identifiers—*Mississippi

This study is concerned with assessing the number and percentage of high school graduates in Mississippi in 1963-67 who entered college. Data were secured from the annual reports FALL ENROLLMENTS OF HIGH SCHOOL GRADUATES IN MISSISSIPPI issued for the academic years 1963-64, 1964-65, 1965-66, 1966-67, and 1967-68 by the Board of Trustees of Institutions of Higher Learning in Mississippi. The report analyzes college enrollment trends of the 8 districts into which the state was divided. There is no attempt to differentiate among 2-year, 4-year, in-state, out-of-state, state-supported, or private institutions. Tables indicate by year the number of high school graduates, number of graduates who enrolled in college, and percentage of graduates who enrolled in college from each high school and county within the state. Data are included on 465 public schools and 27 private schools. The report shows that overall college enrollment in Mississippi rose from 49.3% in 1963-64 to 57.4% in 1965-66, but dropped slightly the next two years. (DS)

ED 034 491 HE 001 237

Five College Cooperation: Directions for the Future. Report of the Five College Long Range Planning Committee.

Pub Date Oct 69

Note—237p.

Available from—The University of Massachusetts Press, Amherst, Massachusetts 01002 (\$5.00)
Document Not Available from EDRS.

Descriptors—*Administrative Organization, *Consortia, Educational Objectives, *Educational Planning, Exchange Programs, *Higher Education, Interdisciplinary Approach, *Institutional Cooperation, Resource Allocation, Social Responsibility

The Five College Long Range Planning Committee (LRPC) was appointed in 1968 by the Presidents of the University of Massachusetts and Amherst, Hampshire, Mount Holyoke and Smith Colleges to "review cooperative arrangements among the five institutions, assess their strengths and weaknesses, propose long-range goals for cooperation, and establish priorities among actions required to reach those goals." Concluding that the institutions could use the cooperative arrangements to solve more of their individual problems, the LRPC sought to recommend ways in which the educational offerings of each institution could be improved and strengthened through more effective allocation of limited resources of money, staff, and facilities. In this report, the LRPC presents its recommendations under the headings of academic complementarity (the offering of strengths of one institution in return for access to the strengths of others); cooperative academic programs and activities; student course exchange; the four-one-four calendar; supplementary academic activities; coeducation and cooperation; student life; cooperative planning and use of facilities and services; community relations and public service; the governance of five-college cooperation; and the economic consequences of cooperation. The recommendations range from suggestions for further study on certain matters to proposals with detailed steps that could be immediately carried out. (WM)

ED 034 492

Fenton, John H. Gleason, Gail.
Student Power at The University of Massachusetts. A Case Study.

Massachusetts Univ., Amherst.

Pub Date Apr 69

Note—72p.

EDRS Price MF-\$0.50 HC-\$3.70

Descriptors—*Activism, Administrative Organization, Black Power, *Governance, *Higher Education, Power Structure, Student Attitudes, Student College Relationship, *Student Participation, *University Administration Identifiers—Amherst, *Massachusetts University

This essay, describing events surrounding a student demonstration at the University of Massachusetts, provides an understanding of the mechanics by which the confrontation came into being, and analyzes relevant opinions and attitudes of students. In 1968, the university's student majority supported radical student leaders in a tactical switch from Vietnam-related issues to others concerning student power. But when the radicals made subsequent demands for change "right now" in the entire administrative structure of the university, the student majority reacted negatively. A sample survey of the student body revealed widely held feelings of discontent with certain aspects of university life but not a desire to overthrow the university's administration. A survey conducted a year later showed that student opinion had shifted toward greater support of student power and black issues, and that there was a close connection between new left positions and black power advocacy. Student power and new left positions were related to age, sex, class, major, and membership in conventional student groups, but advocacy of black power was not. The conclusion of the study is that if there continues to be a wide gap between the radical leadership and a student-government oriented "left wing" of the student body, the prospect is for incremental changes in university policy but little or no challenge to the university's administrative structure. (WM)

ED 034 493 HE 001 239

The Role of the University in the Community. I.
Governmental Research Inst., Inc., Lincoln, Neb.
Pub Date Feb 69

Note—5p.

Journal Cit—Governmental Research Institute Bulletin; v22 n15 Feb 69

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—Action Programs (Community), City Government, *City Problems, College Role, Community Action, Community Consultant Programs, Consultants, *Higher Education, *Institutional Role, Internship Programs, School Community Cooperation, *School Community Relationship, Social Responsibility, State Government, Universities, Urban Areas, *Urban Universities

Identifiers—*Professor of the City Program

This is the first in a series of 3 bulletins dealing with university-community relationships. This bulletin examines the role of the university in contemporary American life and describes some innovative programs in university-community cooperation. The second bulletin will discuss some of the areas in which cooperation exists between the University of Nebraska and the city of Lincoln. The third will deal with the response of the University of Nebraska to urban problems within the state. The information was obtained from responses to letters of inquiry sent to several universities and national organizations. This report notes that because of population growth and the many problems of urbanization, it is necessary for the university to become actively involved in public affairs and service, in addition to fulfilling its traditional roles. Technical expertise alone, however, is not enough, for it is necessary to resolve conflicting values and interests. An example of government-university cooperation is Oklahoma University's "Professor of the City" program in which faculty advised and assisted the local governments in working on the city's ills. The Institute for Excellence in State Government at the University of North Carolina was developed to do research on problems in state government. Internship programs in Virginia and West Virginia have been established for college students or recent graduates interested in careers within the state government. (DS)

ED 034 494

HE 001 240

The Role of the University in the Community. II.
Governmental Research Inst., Inc., Lincoln, Neb.
Pub Date Mar 69

Note—7p.

Journal Cit—Governmental Research Institute
Bulletin; v22 n16 Mar 69

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*City Government, City Problems, Community Consultant Programs, Consultants, Financial Problems, Fire Protection, *Higher Education, *Institutional Role, School Community Cooperation, *School Community Relationship, School Responsibility, State Universities, Urban Areas, *Urban Universities
Identifiers—*Nebraska University

This is the second in a series of 3 bulletins dealing with university-community relationships. The first bulletin examined the role of the university in contemporary American life and described some innovative programs in university-community cooperation. This bulletin presents some areas of cooperation between the University of Nebraska and the city of Lincoln and points out some problem areas in university-local government relations. The third will discuss the response of the University of Nebraska to urban problems within the state. The information was obtained from responses to letters of inquiry sent to several universities and national organizations. This report notes that joint staff meetings, university faculty and staff assistance to the city, and campus-city police cooperation are among the areas of cooperation between Lincoln and the University. Formulation of the cooperative structure and communication are the 2 main problems they have had. It is pointed out that the tax base of many local governments is decreasing because of university expansion that results in additional tax-exempt property. As a partial solution, universities can pay for the cost of fire protection to their campuses, and means of computing this are offered. Other suggestions to help relieve the city's financial plight are: 1) additional kinds of taxes and assessments; 2) increased state aid for local expenditures; and 3) in-lieu-of-tax payments. Arrangements for in-lieu-of-tax payments exist at several universities, and some of these are described. (DS)

ED 034 495

HE 001 241

The Role of the University in the Community. III.
Governmental Research Inst., Inc., Lincoln, Neb.
Pub Date Jun 69

Note—5p.

Journal Cit—Governmental Research Institute
Bulletin; v22 n17 Jun 69

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—*Action Programs (Community), Community Service Programs, *Higher Education, *Institutional Role, School Community Cooperation, *School Community Relationship, Social Problems, State Programs, State Universities, *Urban Universities
Identifiers—*Nebraska University

This is the last in a series of 3 bulletins dealing with university-community relationships. The first bulletin examined the role of the university in contemporary American life and cited some innovative programs in university-community cooperation. The second bulletin discussed some of the areas in which cooperation exists between the University of Nebraska and the city of Lincoln and pointed out some problem areas in university-local government relations. This bulletin deals with the response of the University of Nebraska to urban problems within the state. The information was obtained from responses to letters of inquiry sent to several universities and national organizations. Much of this report describes the Center for Urban Affairs at Omaha. The scope of the Center's effort includes community service, education and teaching, and basic and applied research. Specific activities in each of these areas are listed. In addition to the Center, other activities of the University are described. The Industrial Research and Information Service was established to assist industry in growth and development. The Institute of Computational Science has provided technical assistance in many local, state, and national government projects. The Human Resources Research Foundation, in addition to its research functions, has been involved in several community service projects. (DS)

ED 034 496

HE 001 243

Clayton, Laura B.

A Survey of Ninety-Five Colleges Concerning Academic Calendar and the 4-1-4 System, Summer Employment of Faculty, and Sabbatical Leave.

Lenoir Rhyne Coll., Hickory, N.C.
Pub Date [69]

Note—78p.

EDRS Price MF-\$0.50 HC-\$4.00

Descriptors—*Employment Practices, *Faculty, *Higher Education, Quarter System, *Sabbatical Leaves, Scheduling, *School Calendars, Semester Division
Identifiers—*Four One Four Plan

This is a report of a survey of 48 Lutheran colleges and universities, 11 Lutheran seminaries, 20 Piedmont University Colleges, and 17 other colleges and universities. The Piedmont University College System is made up of several small institutions in North and South Carolina. The bulk of the report contains tabulated responses of each institution to 4 main items of a questionnaire: 1) Arrangement, advantages and disadvantages of Saturday classes, if they are held (approximately 70% of the institutions did not hold Saturday classes); 2) Academic term arrangement (approximately 60% of the institutions were on the semester, 15% on the quarter, and 20% on the 4-1-4 system); 3) Availability of and various policies concerning summer employment for faculty (approximately 80% of the institutions had employment available if desired); and 4) Sabbatical leave program (approximately 65% of the institutions reported programs). There is no discussion of the responses. In addition to the survey data, there is a listing of 142 institutions on the 4-1-4 calendar system, 48 considering its adoption, and 3 that were formerly on the system but discontinued it. (DS)

ED 034 497

HE 001 248

Brewster, Kingman, Jr.

The Report of the President. Yale University:
1967-68.

Yale Univ., New Haven, Conn.
Pub Date Sep 68

Note—39p.

EDRS Price MF-\$0.25 HC-\$2.05

Descriptors—City Problems, Educational Objectives, *Governance, Group Relations, *Higher Education, *Institutional Role, School Community Relationship, *Social Responsibility, *University Administration
Identifiers—*Yale University

The governance of Yale University and the relationship of this institution to urban problems in New Haven are discussed within the framework of what the distinctive nature and central mission of a university should be. The first section of the report analyzes the roles of Yale University's faculty members, administrators, and students in its governmental structure, and presents five basic recommendations for increased participation by students and faculty and mutual respect among the three groups. The second section discusses the current commitment of Yale University to the solution of pressing social problems in New Haven in the areas of neighborhood development, health, social work, tutoring, legal assistance, and employment. Four ways are suggested in which the university could increase its contributions to the attack on the city's social and educational problems without diverting its resources or distracting its members from their primary goals. (WM)

ED 034 498

HE 001 249

Schwartz, Edward

Joint Statement on the Academic Freedom of Students. A Summary and an Analysis.

United States National Student Association,
Washington, D.C.

Pub Date Jul 67
Note—68p.

EDRS Price MF-\$0.50 HC-\$3.50

Descriptors—*Academic Freedom, Civil Liberties, Confidential Records, *Discipline Policy, *Governance, Higher Education, Individual Development, Student Records, *Student School Relationship, Student Welfare, Universal Education
Contributions to this statement on the academic freedom of students were made in 1967 by representatives of the American Association of University Professors, the Association of Amer-

ican Colleges, the National Student Association, the National Association of Student Personnel Administrators, and the National Association of Women Deans and Counselors. The statement proposes that US colleges and universities adopt an open admissions policy so that students from racial minority groups may also have equal access to higher education, and that students be allowed to express their views in the classroom and in student publications; organize and join associations to promote their common interests; participate in the formulation and application of institutional policy; and exercise their rights as citizens both on and off campus. The separation of students' academic and disciplinary records by their institutions and the confidentiality of these records are also dealt with. A lengthy section that deals with institutional procedures for the administration of student discipline is followed by a 3-point resolution on the implementation of the statement. Two previous drafts of this joint statement are appended, together with another statement by the American Council on Education on the confidentiality of student records. (WM)

ED 034 499

HE 001 250

Knock, Gary H. And Others

The Report of the Commission on Student Participation in University Life.

Miami Univ., Oxford, Ohio.
Pub Date Sep 69

Note—36p.

EDRS Price MF-\$0.25 HC-\$1.90

Descriptors—Decision Making, *Governance, *Higher Education, *Individual Development, Policy Formation, *Student Participation, Student School Relationship, *University Administration
Identifiers—*Miami University of Ohio

The Commission on Student Participation in University Life at Miami University examined many dimensions of student life and university affairs with the objective of providing a framework within which a student may accept greater responsibility for the consequences of his own behavior and for planning his own future. In this statement, the Commission presents the basis for its investigation, offers a rationale for student participation in university life, and considers how such participation may be accomplished within the structure of Miami University. The discussion is presented with the Commission's recommendations under 10 major headings: university governance, academic activities, student advising, communications within the university, freshman orientation, commuting students, black students at Miami University, women students at Miami University, residential activities, and extracurricular activities. Emphasis is placed on student involvement in policy-making. Separate recommendations and six appendices containing papers dealing with other subjects related to student participation in university life accompany the report. (WM)

ED 034 500

HE 001 251

Jenks, R. Stephen And Others

Report of the Committee on Government Organization.

New Hampshire Univ., Durham.
Pub Date 6 Mar 69

Note—6p.

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—*Administrative Organization, Decision Making, *Educational Objectives, *Governance, Group Relations, *Higher Education, *Student Participation, Student Teacher Relationship, University Administration
Identifiers—*New Hampshire University

This report presents in detail a unicameral government structure with supporting student and faculty caucuses, recommended for the University of New Hampshire by its Committee on Government Organization to (1) provide maximum participation to all members of the university community on a fair and equitable basis, and (2) provide a more efficient structure than the existing one with its competing power groups. The proposed 77-member University Senate would comprise 30 undergraduate students, 30 faculty members, 12 administrators and five graduate students. Its work would be organized by an internal Executive Council that would, among other things, serve the President of the University in an advisory capacity, prepare the agenda for Senate meetings, recommend nominations to all Senate committees, and take actions on an interim basis

between meetings and during vacation periods. The faculty and student caucuses would be composed of senators representing faculty and undergraduate students respectively. Every year, each caucus would select a chairman from one of its members who would serve on the Executive Council and preside at meetings of the respective caucuses. The hope is that the proposed unicameral structure will unite the university community by bringing together and promoting trust among students, faculty members, and administrators. (WM)

ED 034 501 HE 001 252

Morison, Robert S.
The President's Commission on Student Involvement in Decision-Making. The Chairman's Report.

Cornell Univ., Ithaca, N.Y.

Pub Date 11 Jun 69

Note—99p.

EDRS Price MF-\$0.50 HC-\$5.05

Descriptors—Administrative Policy, Change Agents, Decision Making, Educational Environment, *Educational Objectives, *Governance, *Higher Education, Institutional Role, Participant Involvement, *Social Responsibility, Student Development, *Student Participation

Identifiers—*Cornell University

This report is based on the premise that the principal functions of the modern university are teaching, research, and public service. The first section of the report briefly reviews these three functions and discusses: (1) the development of relationships between the university and society, particularly as this development has occurred in the United States; (2) the complex nature of university administration, including academic and central administration, and auxiliary but quasi-independent enterprises; and (3) reasons underlying student discontent and how they are related to the quality of a student's life as a member of the university community, to the quality of his educational experience, and to his relationships to the university as a concerned citizen. The second section of the report recommends administrative changes that could be undertaken for the distribution of institutional government within the existing framework of Cornell University in particular and at any university in general. This discussion covers Cornell University's academic matters and educational environment as they relate to student development; the need for a new administrative device for dealing with major policy issues; and fundamental issues concerning the university's relationship to US national policy. (WM)

ED 034 502 HE 001 253

Macneil, Ian
The President's Commission on Student Involvement in Decision-Making. A Comment.

Cornell Univ., Ithaca, N.Y.

Pub Date 29 Aug 69

Note—30p.

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—*Academic Freedom, *Decision Making, Educational Environment, *Governance, Higher Education, Institutional Role, *Student Participation, Student Teacher Relationship, *University Administration

Identifiers—*Cornell University

Based on the premise that intellectual liberty within a university must permeate the institution's teaching, scholarship, research, publications, relations with the outside world, internal operations and management, this comment is directed to individuals at Cornell University who do not understand the processes, restraints, and techniques that are required to preserve academic freedom. It focuses exclusively on relationships between student involvement in decision-making and intellectual liberty and suggests that before any significant change in the university is allowed to take place, the impact of such change on academic freedom should be considered. Increased student involvement in university decision-making, one such significant change that may have either beneficial or adverse effects on intellectual liberty, is discussed in the context of non-academic matters, teaching, scholarship, and research. One complete section deals with the avoidance of activities that are inconsistent with the exercise of intellectual liberty. Another presents inherent differences between students and faculty, the most important of which are considered to be age, experience, permanency of

relation to the university, degree of professionalization, numbers, and the difference between being a teacher and being taught. The author was a member of the President's Commission. (WM)

ED 034 503 HE 001 254

Wilson, Robert C. Gaff, Jerry G.

Student Voice - Faculty Response.

California Univ., Berkeley, Center for Research and Development in Higher Education.

Pub Date 69

Note—4p.

Journal Cit—Research Reporter; v4 n2 1969

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—Academic Freedom, Educational Philosophy, *Governance, *Higher Education, Individual Characteristics, *Policy Formation, Political Influences, *Student Participation, Student Teacher Relationship, *Teacher Attitudes

As part of a study of faculty characteristics and their influence on students, questionnaires covering a wide variety of faculty attitudes, values, and behaviors were sent to over 1500 professors at six diverse colleges and universities. For this report, data were drawn from those collected on faculty attitudes toward student participation in campus governance. While the 1069 responding faculty were generally favorable toward student participation in the formulation of social rules and regulations, they were reluctant to share their academic power with students. Ninety-five professors thought that students should have an equal vote with the faculty on academic matters (equal vote group) and 41 others felt that students should have no role in the formulation of academic policy (no vote group). The remaining faculty fell between these two extremes. Both "extreme" groups were composed of committed and responsible teachers, but their responses to student participation in governance were found to be related to their educational philosophies, conceptions of and extra-academic contact with students, fields of study, political orientation, and involvement in campus affairs. The equal vote group had a liberal view of society and life and a positive view of students, and the no vote group was basically conservative and tended to believe that external control, motivation, and direction were needed in order for students to profit maximally from their education. (WM)

ED 034 504 HE 001 255

A Progress Report by The Committee on University Governance.

Florida Atlantic Univ., Boca Raton.

Pub Date 6 May 69

Note—8p.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—Administrative Organization, Administrator Role, Elections, *Governance, *Higher Education, *Policy Formation, Student College Relationship, *Student Participation, Teacher Participation, *University Administration

Identifiers—Boca Raton, *Florida Atlantic University

Based on its conclusion that a unicameral senate would be both desirable and feasible, Florida Atlantic University's Committee on University Governance drafted a proposal to establish a "single university-wide Senate, which truly represents Administration, Faculty, and Students." The two parts of the proposal present (1) the composition of the Senate membership and procedures for selecting Senate members; and (2) the composition and number of Senate committees. This report discusses both parts in detail. The proposed 139-member Senate would comprise 70 faculty members, 48 students, and 21 administrative officers, all of whom would serve one-year terms. Fifty faculty members would be elected by college and 20 others would be elected at-large. Four student members would be elected from each of eight colleges in the fall of each year; the three student officers and 21 student members-at-large would be elected in yearly spring elections. No election procedure would be required for the administrative officers, all of whom would be ex officio members. Senate committee members would serve one-year terms on 11 committees that would deal with the following matters: university budget; steering and policy; promotion, tenure, and honorary degrees; academic freedom and due process; admissions and petitions; curriculum; research; library; publi-

cations; physical space; and cultural affairs and activities. (WM)

ED 034 505 HE 001 256

Gonzalez, Joseph E., Jr.

State Laws of 1969 Dealing with Student Unrest.

Rutgers, The State Univ., New Brunswick, N.J.

Spons Agency—National Association of State Universities and Land Grant Colleges,

Washington, D.C.

Pub Date 5 Nov 69

Note—14p.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—*Activism, Educational Legislation, *Higher Education, Laws, *Legislation, Political Issues, *State Laws, State Legislation, *Student Behavior

This report is the result of questionnaires sent to members of the National Association of State Universities and Land-Grant Colleges and supplementary research. The first part generally describes various types of legislation, while the second part presents a state-by-state description of the individual bills passed. The report shows that approximately two-thirds of the 47 states whose legislatures met in 1969 adopted measures to deal with campus disturbances. More than 15 states passed laws providing penalties for those who take part in campus disorders which interfere with normal college activities. Some states limited this type of legislation to public institutions, while others applied it to all. At least 8 states permitted or directed financial aid to be withdrawn from students involved in campus disruptions, and over 6 states banned firearms from campuses. Five states enacted legislation to allow barring individuals who are not part of the university community from campuses. Some states required or requested the chief campus officer or school administration to take various forms of punitive action with disruptive students. Several states made provisions requiring or requesting college boards of trustees to set up rules of conduct for their campuses. It is noted that relatively few bills were passed in 1969 state legislatures in comparison with the hundreds that were introduced. (DS)

ED 034 506 HE 001 257

The College Senate. By-Laws.

Franklin and Marshall Coll., Lancaster, Pa.

Pub Date 26 Nov 69

Note—4p.

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—Administrative Organization, *Decision Making, *Faculty, *Governance, *Higher Education, Power Structure, *Student Participation, Teacher Responsibility, University Administration

Identifiers—*Franklin and Marshall College

These By-Laws, drafted by the faculty of Franklin and Marshall College, establishes a College Senate that will be responsible for: (1) the consideration and disposition of matters affecting the welfare of the College, and (2) preserving and advancing the well-being of the College as a whole. The Senate will consist of 20 members: 12 regular and three at-large faculty members who will serve three-year terms; three student representatives who will serve one-year terms; and the President and Dean of the College, who will serve as long as they hold those offices. The By-Laws present a detailed explanation of how faculty and student members would be nominated and elected. The Senate, which would be empowered to discuss, examine, and establish policies related to the academic life of the College, is granted the powers and prerogatives that reside in the faculty as a whole with the exception of elective powers and the final right of review and referendum. It would meet once a month, at least, with a quorum of 14 members required for the conduct of business. These meetings will be open to members of the college community, but the Senate has the power to hold closed meetings. Senate decisions are to be regularly reported in writing to the faculty and also made known to the rest of the college community. Questions, proposals, or comments concerning the general welfare of the college may also be made during meetings of the full faculty, which are to be held at least once a semester. (WM)

ED 034 507 HE 001 258

Senate Code. 1969. The University of Kansas.

Kansas Univ., Lawrence.

Pub Date 20 Dec 68

Note—15p.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—Administrative Organization, Committees, *Governance, *Higher Education, *Organization, State Universities, *Student Participation, Student Role, *Teacher Participation

Identifiers—*Kansas University

This senate code of the University of Kansas is divided into 14 articles: 1) "University Senate: Structure and Functions;" 2) "Faculty Senate: Structure and Functions;" 3) "Student Senate: Structure and Functions;" 4) "University Council: Structure and Functions;" 5) "Faculty Council: Structure and Functions;" 6) "University Committees and Boards;" 7) "University Senate Executive Committee: Structure and Function;" 8) "Faculty and Student Executive Committees: Structure and Functions;" 9) "Standing Committees of the University Council;" 10) "Standing Committees of the University Senate;" 11) "University Boards;" 12) "Standing Committees of the Faculty Senate;" 13) "Standing Committees of the Student Senate;" 14) "Chancellor's Committees;" and 15) "Procedures." Sections within each article normally specify the composition, organization, functions, etc. of the groups concerned. In Article 6 and Articles 9-14, the individual committees and boards are listed. Article 15 contains amendment procedures of the Code and indicates the parliamentary practices to be followed. (DS)

ED 034 508

HE 001 259

Blair, Carolyn L.

All-College Council at Maryville College.

Maryville Coll., Tenn.

Pub Date [69]

Note—5p.

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—Administrative Organization, Administrator Role, *Curricular Activities, *Decision Making, *Governance, *Higher Education, *Student Participation, Student Teacher Relationship, University Administration

Identifiers—*Maryville College, Tennessee

In May 1968, the Special Committee on Community Life and Structure of Maryville College recommended that an All-College Council be organized by January 1969. Following approval of this recommendation by the Executive Council of the Faculty, the Special Committee proposed the nomination of 15 council members who were subsequently chosen in a campus-wide election. The members comprised six students from the three upper classes; six faculty members from 3 groups chosen on the basis of tenure; and six administrative officers from those whose position, in the judgment of the administrative staff, would make them most useful on the Council. The President, Academic Dean, and Secretary of the Faculty would be automatic members. In January 1969, the 18-member All-College Council was installed as the chief deliberative and legislative body for Maryville College. It is responsible for long-range planning and for directing the activities of the entire college community, under the broad purposes and policies set forth by the College's Board of Directors. The three coordinating councils that supplement the Council are responsible for activities in academic, religious, social, cultural and recreational affairs. Smaller committees within the coordinating councils will direct specific programs. (WM)

ED 034 509

HE 001 260

Higher Education and Public Purposes.

National Association of State Universities and Land Grant Colleges, Washington, D.C.

Pub Date Nov 69

Note—13p.; Speech given before the Annual Meeting of the National Association of State Universities and Land-Grant Colleges, Chicago, Illinois, November 10-12, 1969

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—*Educational Objectives, Educational Research, *Federal Aid, *Higher Education, *Institutional Role, Interagency Coordination, Research Needs, *Scientific Research, Social Change

Federal funds support approximately 75% of the research programs conducted at institutions of higher education. When viewed from the standpoint of scientific productivity, these programs have substantially expanded the science base of the US, increased the scope of graduate and professional education, and enriched general education. But the overall impact of these programs on education has been uneven, since their

effects have been predominantly on graduate education and some associated professional schools. In 1966 and thereafter, sharply imposed constraints on federal funds had a serious impact on institutions of higher education, many of which had become dependent not only upon the maintenance of a given level of federal support but upon continuing program expansion. This seems to indicate a necessity for restructuring the working relationship between the federal agencies and higher education. Universities, professional societies, and educational associations need to: (1) analyze the needs of society in order to assign the particular roles that they can play in a rapidly evolving social structure; (2) determine for themselves the most effective set of goals that would best serve the US; (3) define the general areas within these goals that are best suited for federal action; and (4) strengthen their power structures through clear-sighted analyses and planning. (WM)

ED 034 510

HE 001 261

Patterson, Frederick D.

[Development Programs at Negro Institutions.]

National Association of State Universities and Land Grant Colleges, Washington, D.C.

Pub Date 11 Nov 69

Note—15p.; Speech given before the Council of Presidents of the National Association of State Universities and Land-Grant Colleges, Chicago, Illinois, November 11, 1969

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—*Budgeting, Educational Facilities, Educational Quality, *Equalization Aid, Finance Occupations, *Financial Support, *Higher Education, Money Management, *Negro Colleges

The United Negro College Fund (UNCF) was organized primarily to help provide approximately 10% of the operating budgets of its members, the private Negro colleges. Today, despite the growing income of the UNCF, many of its member colleges are seriously in need of capital funds. In an evaluation of higher education for Negroes that was sponsored by the Carnegie Foundation and published in 1965, Earl McGrath points out that although the majority of Negro institutions are academically weak, they have counterparts in the all-white colleges. This led him to the conclusion that the quality of education in the Negro Colleges is not a matter of race but of resources. Accepting McGrath's challenge to multiply the financial resources that were available to Negro colleges, the Phelps-Stokes Fund obtained a grant from the Alfred P. Sloan Foundation and undertook a three-year project in an aspect of fund raising not yet covered by the UNCF: raising capital funds to meet endowment, building, and special project needs. Development offices were established on the campuses of 23 selected public and private Negro colleges. The program's success justified its expansion to additional institutions and a second grant. With federal support, a consortia of development programs for 40 colleges was subsequently formed. Recognition of the development function by Negro colleges is growing, but there is a need for more effective trustee involvement, better use of presidents' time, and more support of development offices by administrative teams. (WM)

ED 034 511

HE 001 262

McGehee, Nan E.

Faculty and Students, or Faculty Versus Students.

National Association of State Universities and Land Grant Colleges, Washington, D.C.

Pub Date Nov 69

Note—8p.; Speech given before the Annual Meeting of the National Association of State Universities and Land-Grant Colleges, Chicago, Illinois, November 10-12, 1969

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—Decision Making, *Educational Objectives, Faculty Evaluation, Governance, *Higher Education, Institutional Role, *Relevance (Education), *Student Characteristics, *Student Participation

In an attempt to discover why students are demanding participation in the decision-making processes of the university, the author examines four of the most common issues they have raised: (1) student conduct codes and disciplinary procedures. This is an area in which modern college students reject institutional authority; (2) a voice in the hiring, promotion, and discharge decisions with reference to faculty, and some-

times administrators. This issue seems to stem from students' concern with instructional quality; (3) curriculum planning. A major concern is for the relevance of undergraduate education to students' needs, goals, and lives in general; and (4) admissions and graduation requirements, grading systems, and other matters which lead to certification. Today's students come to college with the intent of learning "how to make life good to live" rather than "how to live the good life." Because students and faculty are more heterogeneous than before, are more aware of social issues, and are less patient with the traditionally slow academic pace, it would seem that the goals of colleges need to be changed from those stated 20 years ago. Conflicts seem to stem from the college goals perceived by faculty and administration as opposed to those seen as appropriate by students. When communication among faculty, students and administration breaks down, or the students are unable to bring about changes by going through regular channels, then demonstrations take place. (WM)

ED 034 512

JC 690 331

Bertrami, Anthony

A Description of the Psychological Environment of Students at the Agricultural and Technical College at Delhi.

Pub Date May 69

Note—23p.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*College Environment, *Comparative Analysis, *Educational Environment, *Junior Colleges

Identifiers—New York

The psychological environment of a college is determined by the inner needs of the students and environmental press, i.e. the stresses, conformity-demanding influence, and rewards of the college. To determine the psychological environment at the Agricultural and Technical College at Delhi, 100 males and 85 females were administered the College Characteristics Index during spring 1969. This index is composed of 30 scales that measure various intellectual and non-intellectual factors. Standard scores were derived from individual raw scores and plotted on factor score profile sheets that indicated norms based on students from 32 colleges. Plottings for the total group as well as various subgroups, such as males and females and selected program areas, were presented. Comparisons were also made among Delhi students and those from Hudson Valley, Rockland, and Oneonta Colleges. It was found that the scores of the Delhi students were significantly lower than the norm group on the factors of aspiration level, intellectual climate, student dignity, academic climate, academic achievement, and self-expression. It was emphasized that these findings do not necessarily, however, represent anything good or bad about the college; the factor scores must be interpreted in terms of the purpose of the college. [Not available in hard copy due to marginal legibility of original document.] (MB)

ED 034 513

JC 690 343

Research Activities.

Santa Fe Junior Coll., Gainesville, Fla.

Pub Date Aug 69

Note—45p.

EDRS Price MF-\$0.25 HC-\$2.35

Descriptors—*Experiments, *Institutional Research, *Junior Colleges, *Research Projects

Identifiers—Florida

The five parts of this report are: research on instruction; faculty dissertations; inter-institutional research; in-college research; and college-endorsed research. The first covers experiments in teaching French, practical nursing, English, math, and chemistry, and in giving examinations. Faculty dissertations include studies of post-graduate activities of student government officers; effects of seating arrangements in counseling; confirmation experiences related to self-image; concepts of science instruction in general education; and a systems approach to professionalism of faculty in certain Florida colleges. Inter-institutional research projects are reported for identification, placement, and curriculum for academically unprepared students; follow-up of entering freshmen (1966); a clearinghouse for the Florida Community Junior College Inter-institutional Research Council; student rights, freedoms, and involvements; composition writing study. (The

last two were done as League for Innovation activities.) Inhouse research includes a follow-up of Santa Fe graduates, 1966-68; evaluation of an education aide program; and description of an early-childhood center. College endorsed projects are a pilot study of student attitudes to the media used in speech classes; a survey of attitudes toward law of several student social groups; study of student attitudes to pharmacy; action project with transfer graduates to determine the college's success in implementing three of its goals. (HH)

ED 034 514 JC 690 351

Yarrington, Roger, Ed.
Junior Colleges: 50 States/50 Years.
 American Association of Junior Colleges,
 Washington, D.C.
 Pub Date 69
 Note—306p.

Available from—American Association of Junior Colleges, One Dupont Circle, N.W., Washington, D.C. (\$2.50)

EDRS Price MF-\$1.25 HC-\$15.40

Descriptors—*Educational History, *Higher Education, *Junior Colleges

Identifiers—American Association of Junior Colleges

This book republishes 20 articles that first appeared as "Junior Colleges: 20 States" (ED 011 767) and adds several more, including a comprehensive one on developments in 22 states. All the articles have appeared in the *Junior College Journal*. The original 20 articles have been updated with a brief addendum (a "revisiting") for each state. The only exception is the article on Missouri, which has been completely rewritten for this volume. The publication of this collection, presenting an over-all view of junior college developments in the 50 states, was supported by the Shell Companies Foundation, Inc. (HH)

ED 034 515 JC 690 350

O'Grady, James Patrick, Jr.
The Role of the Departmental Chairman in Selected Missouri and Illinois Two-Year Colleges.

Pub Date 69
 Note—199p.; Doctoral dissertation
 Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106
 Document Not Available from EDRS.

Descriptors—*Administrative Personnel, *Administrator Role, Doctoral Theses, *Junior Colleges

Identifiers—Illinois, Missouri

In recent years, departmental chairmen, as spokesmen for their departments, have become key academic and administrative officers. This study sought to (1) define their roles in selected 2-year colleges, (2) compare their roles in large and small colleges, and (3) develop measures to help administrators assess the chairmen's roles. Of 82 chairmen who were asked for interviews, 43 from large colleges and 34 from small colleges consented. In small and large colleges, they differed significantly in (1) status, as shown by hours spent on the duties, released time, salary, and perceptions of their role in the next 3-5 years; (2) qualifications, as seen in administrative ability; (3) budget administration, shown by preparation responsibility, consultation on faculty requirements, informing faculty, and control; (4) personnel administration, as in recruiting, interviewing, selecting, and evaluating prospective faculty, and in recommending raises, advancement, dismissal, or leave for existing faculty; (5) academic administration, shown in teaching load, choice of course offerings, class scheduling and assignment, advice on majors, keeping student records, work on curriculum advisory committees, and assignment of various faculty duties; and (6) general functions, as seen by desk and office space, maintenance of course outlines and test files, direction of non-academic personnel, and handling department meetings. The author lists four procedures that should become standard and eight areas for more research. (HH)

ED 034 516 JC 690 362

Preparing Two-Year College Teachers for the '70's; Report of a Conference (Warrenton, Virginia, November 17-19, 1968).

American Association of Junior Colleges, Washington, D.C.

Pub Date 69

Note—20p.

Available from—American Association of Junior Colleges, One Dupont Circle, N.W., Washington, D.C. 20036 (\$1.00)

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—*Faculty Recruitment, *Junior Colleges, *Teacher Education, *Teacher Qualifications

Teacher preparation is a critical problem for the 2-year college in terms of recruitment and training and the varying qualifications among states, communities, schools within a community, and even within a single college. AAJC, with Carnegie funds, has undertaken a Faculty Development Project. More than 30 experts attended a conference, at which they covered such aspects of the problem as stereotypes, flexibility, diversity of objectives, incentives, status, the college mission, personality, specialist degrees, commonalities, and the training given by senior colleges. Small-group (triad) participations and psychodramas were used to provoke discussion, and eight models of preparation were presented. They were: an interdisciplinary background combined with work experience, a master's degree, and a year of teaching internship; experience in business and industry, plus one of three variations on a master's program; for a mature person, a year's study in the subject field, a second year of the subject with teaching observation, and a third year of internship; a 2-year specialist-degree program with three possible tracks; a statewide cooperative plan offering diverse approaches to varying degree levels, either subject or professional; establishment by the colleges themselves of an institution to prepare their own teachers; a doctorate-of-teaching program in an academic department; and a master's degree base, with two additional years of subject and professional preparation. (HH)

ED 034 517 JC 690 364

Beck, Isabel H.
Occupational Education 1970-75; Foundation for a Master Plan.

Los Angeles Community Colleges, Calif.

Pub Date Aug 69

Note—52p.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Curriculum, *Educational Needs, *Educational Planning, *Junior Colleges, *Master Plans, Occupational Guidance, Personnel, Placement, Planning, *Vocational Education

Identifiers—California

This report provides the groundwork for the development of a master plan for vocational education in the Los Angeles City Junior College District. Following a review of the problems associated with current occupational programs, a series of recommendations is presented along with directives for their implementation. Topics discussed included curriculum, vocational guidance and placement services, evaluation, continuing education for professional staffs, and budgeting. Personnel needs include planning and placement committees, a placement coordinator, instructional designers, guidance personnel, professional staffs for continuing education, and an evaluation unit. The functions, procedures, and resources, as well as a model, for each of these system components were provided. Data gathered from the district colleges and presented in tabular form included: (1) trends from 1962 regarding placement service data, advisory committee meetings, and employment market data by industry; (2) curriculum predictions for the next five years; (3) needs and student suggestions for instructional programs; (4) programs for disadvantaged and handicapped students; and (5) funding of Vocational Education Act projects, 1968-69. [Not available in hard copy due to marginal legibility of original document.] (MB)

ED 034 518 JC 690 367

Palinchak, Robert Stephen
An Analysis of Selected Factors that Identify the Two-Year College as Being More Closely Related to Either Secondary Education or Higher Education.

Pub Date May 69

Note—223p.; Master of Arts thesis

EDRS Price MF-\$1.00 HC Not Available from EDRS.

Descriptors—*College Role, Development, *Educational Trends, *Higher Education, *Junior Colleges, Masters Theses, *Secondary Education

The purpose of this study was to select and analyze certain factors that identify 2-year colleges as being more closely related to either secondary education or higher education. Factors analyzed included: (1) educational terminology; (2) the influence of early 2-year colleges; (3) the changes in self-concept, program, faculty, and students the junior college has undergone as the result of changes in pattern of control and organization since 1940; (4) standards used on regional and professional levels in evaluating the 2-year college; (5) pertinent legislation and legal regulations; (6) curriculums offered; and (7) articulation, or the manner in which legislators and educators deal with intercommunication among the various levels of education. This analysis was prefaced by a review of pertinent literature that revealed historical and contemporary views of the status of the junior college in the educational hierarchy. It was concluded that the 2-year college is presently much closer in status and identity to the senior colleges and universities than to the secondary schools. The junior college is, however, an ever-changing educational innovation that selectively characterizes certain aspects of both secondary and higher education but, maintaining a still greater degree of its own character, it represents a new and unique institution of higher education. [Not available in hard copy due to marginal legibility of original document.] (MB)

ED 034 519 JC 690 368

In-Service Training for Two-Year College Faculty and Staff; A Survey of Junior and Community College Administrators.

American Association of Junior Colleges, Washington, D.C. Faculty Development Project.

Pub Date 21 Aug 69

Note—80p.

EDRS Price MF-\$0.50 HC-\$4.10

Descriptors—*Faculty, *Inservice Teacher Education, *Junior Colleges, *Teacher Education, *Teacher Qualifications

Identifiers—American Association of Junior Colleges

In its Faculty Development Program, AAJC surveyed administrators to discover what in-service and other job-related programs now exist to encourage and help working teachers and to assess the availability and adequacy of continuing professional training. It covers only continuing or refresher studies for current faculty and staff, not pre-service academic preparation. Presidents of AAJC member colleges were asked to describe their own school's needs, and to compare them against the known national supply. Results from the 38% response are shown in graphic form. The data were collected and analyzed from March to June 1969. For each course area, data are given on existing and planned in-service training for college faculty and staff. Each section of the study has detailed and summary data on the national results. One appendix summarizes the results for the five geographical regions of the country, lists the states in each region, and the participating institutions. A second appendix gives more detailed tabular data on the survey's major results. A third reproduces the data collection instruments. The major observation was the deficiency of in-service training, which must be met by both 2- and 4-year institutions. The Association hopes this survey will serve as resource and stimulus to colleges, universities, government agencies, and all professionals concerned with the quality and quantity of in-service training. A later study will collect similar data from 2-year college faculty members. (HH)

ED 034 520 JC 690 369

Criteria for Granting Tenure at College of the Mainland.

College of the Mainland, Texas City, Tex.

Pub Date 13 Oct 69

Note—9p.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—*Contracts, *Job Tenure, *Junior Colleges, *Teacher Employment, *Tenure

Identifiers—Texas

Following a brief description of the purposes of tenure, the policy adopted by the College of the Mainland (Texas) in July 1967 was presented. The policy outlines: who is eligible to receive tenure, the rights of those who have received tenure, and the criteria and procedure used by the president for recommending tenure. (MB)

ED 034 521

JC 690 370

Blai, Boris, Jr.

(Characteristics of Harcum Junior College Students.)

Harcum Junior Coll., Bryn Mawr, Pa.

Pub Date Oct 69

Note—13p.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—Dropout Rate, *Dropout Research, *Educational Objectives, Guidance Counseling, Institutional Research, *Junior Colleges, *School Holding Power, *Study Habits, Surveys, Withdrawal

Identifiers—Pennsylvania

Four studies conducted at Harcum College (Pennsylvania) in fall 1969 were presented. From a survey to determine students' reasons for attending Harcum, it was concluded that substantial numbers of students view their college education as a means of acquiring future direct, material rewards. A study on student attrition demonstrated the variety and complexity of factors, both situational and personal, associated with withdrawal from college. The results of a national study of retention and withdrawal patterns, a survey of "dropouts" from five selective women's colleges, and a study of Harcum students not returning for their second year were reviewed. The most frequently stated reason given by Harcum students was "transfer to a 4-year college." Another study to determine the national picture of eligible first-year students not returning for their second year surveyed 100 junior colleges. Results showed an average retention rate of 70%. There was, however, no consistent retention rate among institutions, either in terms of enrollment size, types of student body, or types of institutional control. An instrument that measures study habits, attitudes, and orientation was incorporated in the freshman battery of guidance tests and inventories. In comparison with a normative group of 3,054 freshmen from nine colleges, Harcum students fell at approximately the 50th percentile on each measure. Students scoring at, or below, the 25th percentile were given direction for developing better study habits. (MB)

ED 034 522

JC 690 371

Tamburello, G. B.

Education: A Reciprocal Civic-Military Objective.

Pub Date [69]

Note—10p.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—*Adult Education, *Junior Colleges, *Military Personnel

Identifiers—Navy Associate Degree Completion Program

The Navy's Associate Degree Completion Program was set up as a career incentive to retain able enlisted men in critical ratings whether ashore or at sea. It aims to increase their value to the Navy and their chances for promotion. The author feels the community/junior college is the best answer to the problem of providing technical, vocational, or subprofessional training for Navy personnel, especially those aspiring to officer rank. Just as the business community exchanges benefits with local colleges, so, he feels, could the Navy cooperate with those near its installations. Unless special equipment is required, classes can be held on campus or on the base. If held on the base, they eliminate transportation and scheduling problems for men on normal duty hours. In some places, facilities of affiliated colleges are available and the U.S. International University plans to expand to other continental and overseas sites. Sometimes credit is given for naval courses related to the college's regular program and residence requirements can be modified. Transfer, with full credit for Navy programs, would encourage more men to continue their education—at least to the associate degree level. Seminars, workshops, and the like, as well as full-credit courses, would also be useful. The college, in turn, can often profit by using the many highly-qualified Navy men to teach such courses as oceanography, electronics, astronomy, mathematics, foreign languages, physics, personnel management, and geopolitics. (HH)

ED 034 523

JC 690 373

Mooney, W. T., Jr. Brasted, R. C.

A Report on the Education and Training of

Chemistry Teachers for Two-Year Colleges.

Advisory Council on Coll. Chemistry.

Pub Date Jul 69

Note—43p.

EDRS Price MF-\$0.25 HC-\$2.25

Descriptors—Chemistry, *Chemistry Instruction, *Chemistry Teachers, Conferences, *Junior Colleges, Personnel Needs, *Program Improvement, Surveys, *Teacher Education

Two standing committees of the Advisory Council on College Chemistry, the Teacher Development Committee and the Two-Year College Committee, jointly sponsored a 2-part study of the chemistry programs and faculty of 2-year colleges during 1966-1967. Preliminary results of the study were reported and discussed at a conference held in Dallas, Texas, in January 1968. The purposes of the study and conference were to: (1) bring into focus the current needs of the 2-year college chemistry faculties and to devise or recommend programs to satisfy these needs; and (2) set in motion plans for new training programs to develop an adequate number of qualified chemistry teachers with an understanding of, and commitment to, the philosophy and program of the 2-year colleges. This report presented the findings of the study, certain recommendations based on the study and on the ideas presented by the participants at the conference, and condensations of the principal papers presented at the conference. (MB)

ED 034 524

JC 690 374

Viamonte, Daniel, Jr.

An Introductory Study of the Status and the Trends of Radio and Television Activity in Accredited Two-Year Institutions in the United States.

Pub Date 69

Note—468p.; Doctoral dissertation

Available from—University Microfilms, 300

North Zeeb Road, Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Instructional Programs, *Junior Colleges, *Mass Media, *Radio, *Television Curriculum

This study, concerned with radio and television instructional programs in 2-year colleges, was designed to: collect information about, and stimulate interest in, these programs; suggest guidelines for establishing new programs or improving existing ones; provide a directory of colleges with such offerings; and discuss (and propose solutions to) pertinent problems. A questionnaire, supplemented by personal interviews, provided information from key personnel from all areas of the country. Views on terminal behavior, requirements for faculty employment, acceptance of these programs, projections, and curriculum commitment revealed the trends and current status of these programs. (MB)

ED 034 525

JC 690 375

Vaccaro, Louis C.

The Two-Year College and the Federal Government—Issues and Directions.

Pub Date [68]

Note—17p.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—*Federal Aid, *Federal Legislation, *Government Role, *Junior Colleges

Federal-school relations are more than financial; other factors are basic to junior college governance. As higher education shapes our society more strongly, the federal role becomes more visible. Many historical influences have formed the national character—notably a steady rise in the education level. Increased religious and social pluralism and less isolationism have also affected social mobility; status is now judged by skill or knowledge. The government has long fostered this situation by aiding post-secondary schools. The Manpower Development and Training Act and the Higher Education Facilities Act have enabled 2-year colleges to meet some needs of the increased population. As federal aid grows, however, so does its influence on local power structures, overriding institutions based on family, economic, and racial factors and bringing increased guarantees of human rights, more education, and social justice. Considering these issues, the 2-year college must adapt to a pluralistic approach, to community interests rather than to self or special interests. Faculty selection, community and industrial needs, social and athletic programs, academic and vocational courses must all be balanced and the impact of federal money on any one of them noted. Legislation and funds must be directed to developing human resources. Board, administration, and faculty can help by staying attuned to international, national, and community issues and to the proper federal function in education. (HH)

ED 034 526

JC 690 376

Maryland Standards for Two-Year Colleges.

Maryland State Dept. of Education, Baltimore.

Pub Date May 69

Note—11p.; Reprint of Maryland School Bulletin, V44 N2, May 1969

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—*Junior Colleges, *Planning, *State Legislation, *State Standards

Identifiers—*Maryland

The set of standards contained in this bulletin was approved by the Maryland State Board of Education in March 1969. The standards were designed to implement provisions of certain sections of laws relating to the establishment and operation of the state's 2-year colleges. The bulletin also contains paragraphs on definition of terms, purposes and objectives, admissions, faculty, instruction, curriculum, library, laboratories, graduation, catalog and announcements, student welfare and activities, administration, finances, buildings and grounds, board of trustees, campus climate, and the accreditation schedule. The material could be useful to administrators working on their own plans and/or devising legislation for their colleges. (HH)

ED 034 527

JC 690 377

Shuford, David F.

A Position Paper for the Junior College Administrator.

Pub Date 69

Note—28p.

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors—*Administrative Principles, *Administrator Role, *Changing Attitudes, *Junior Colleges

The writer feels that current campus unrest can be alleviated if the role of student, faculty, and administrator is clearly defined. He feels the administrator must clarify the beliefs that direct his decisions, consider alternate beliefs and their possible effects on his decisions, and unify his total belief structure by considering the effects of his behavior. His position must be clear to faculty and students so that all may agree on goals. A modern administrator, more facilitator than authoritarian must follow the advice of his staff and constituency in setting up democratic, jointly-developed policies, rules, and procedures. Their combined influence will help the institution find its own identity, decide its role in the total educational effort, choose the quality and variety of its programs, and determine the activities to be augmented, curtailed, or discarded. It will thus decide its own direction, free from external constraints. A sound management information system will permit better long-range planning, avoid most emergencies, and allow regular review for instructional improvement. Faculty, students, and administrators must all agree on the planning process and purpose, professionally recognized and encouraged, to soften resistance to the drastic changes that will follow. Several suggestions are given for minimizing irrational responses to change. If the junior college is to help man fashion a creative environment, all must be involved in making the learning process successful. (HH)

ED 034 528

JC 690 378

Hill, James Sedrel, Roy

The Computer and the Junior College.

American Association of Junior Colleges,

Washington, D.C.

Pub Date 69

Note—39p.

Available from—American Association of Junior Colleges, One Dupont Circle, N.W., Washington, D.C. 20036 (\$1.50)

EDRS Price MF-\$0.25 HC-\$2.05

Descriptors—*Computer Assisted Instruction, *Computer Oriented Programs, *Computer Science Education, *Junior Colleges

Identifiers—American Association of Junior Colleges

The digital computer can perform many functions in the junior college, from instruction through administrative operations and community service. Planning the computer center for institution-wide service requires particular attention to feasibility, organizational structure, staffing, physical planning, and financial implications. Depending on the extent of application and use, the cost of computer services will range from a few hundred to several thousand dollars per month. The computer can be the subject of instruction;

in response to the demand for programmers by the computer industry, the junior college should establish a 2-year program of computer instruction culminating in an Associate degree. The program should be geared to the employment market two or three years after its inception. A junior college can provide the first two years of preparation for many computer related areas. In these cases, transfer requirements must be considered. The computer can also be a tool of instruction in mathematics, statistics, physics, and engineering, where it operates as a rapid calculator. In other areas, student and computer interact to perform drills and exercises. The computer can aid instructors in test preparation, scoring, and bibliographic searches. It can also greatly facilitate administrative procedures, including student registration. Sharing the cost of a computer with other nearby institutions may be desirable for small colleges. (MS)

ED 034 529 JC 690 379
Farkouh, Nicholas
A Survey of Intercollegiate Awards for Athletes at Two-Year Colleges.

Pub Date Jun 69
Note—9p.
EDRS Price MF-\$0.25 HC-\$0.55
Descriptors—*Athletic Activities, *Junior Colleges, *Physical Education

Since the author felt that junior college athletic awards should not necessarily follow senior college practices, he conducted a survey. He sought the opinion of 110 athletes, coaches, and athletic directors. Of the 80 replies, he tabulated 25 from each category of respondent. On nine statements, they agreed, disagreed, or held no opinion. After examining the replies, the author recommended that (1) 2-year colleges should give awards to athletes only on intercollegiate teams; (2) the first award should be chenille letter, with a small letter for those not meeting the criteria for a major letter; (3) a certificate, stating the nature of the award, should go with each one; (4) a second-year award in the same sport should be a plaque; (5) an award should cost less than \$5.00; (6) after consulting the athletic director or written criteria and after making his criteria known, the coach alone should determine which members of his team receive awards; (7) the coach should treat disciplinary problems individually, according to the severity of the offense and whether it was committed on or off the campus; (8) the number of awards should not be predetermined. The practices followed at the author's own college (Staten Island) are described. (HH)

ED 034 530 JC 690 380
Bernthal, Wilmar F.
Organizational Leadership: Some Conceptual Models.

Pub Date 69
Note—19p.; Paper presented at the Mountain Plains Institute for New Presidents of Community Colleges (Scottsdale, Arizona, May 5, 1969)

EDRS Price MF-\$0.25 HC-\$1.05
Descriptors—*Administrative Organization, *Administrator Role, *Junior Colleges, *Organization, Power Structure, *Presidents

In this address, the speaker examines several different types of organization (charismatic, traditional, bureaucratic, and task-oriented) and the role of the leader in each. In the modern, task-oriented system, his role can hardly be generalized as decision-making, direction and control, problem-solving, inspiration, communication, or any other simple function. It consists rather of realistically assessing environmental forces or constraints, articulating the organization's mission, vying for and securing resources for the functions of the organization, providing internal coordination, communication, and conflict resolution, and representing the organization to its constituency (taxpayers or shareholders). His leadership style is characterized as neither authoritarian nor democratic, but as flexible and adaptive. He must correctly assess the forces in himself, in the organization, and in the larger environment; he must then respond appropriately to these factors in each situation. He is neither a strong nor a weak administrator, but an integral part of a complex social system, in which his primary mission is to integrate productively both human and non-human resources into an organization working toward a common goal. Charts show the evolution of organization theories and their characteristic faults and strengths. (HH)

ED 034 531 JC 690 381
Jackson, Malan
The College President: A Selected Bibliography.
Pub Date May 69
Note—16p.

EDRS Price MF-\$0.25 HC-\$0.90
Descriptors—*Bibliographies, *Junior Colleges, *Presidents

This unannotated bibliography is divided into sections on bibliographies, the community junior college, the college president, presidential leadership, duties and responsibilities of the president, the president of his board, college administration, finance, the president and the faculty, the president and the public, and a list of selected periodicals on both education and business. (HH)

ED 034 532 JC 690 382
Collins, Charles C.
A Different Perception of the Community in Community College.

Pub Date 28 Oct 69
Note—7p.
EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*Community Involvement, *Governing Boards, *Junior Colleges, *Trustees

The author speculates on the results of a change in perceptions of "community," currently seen as the territory of the taxpayer, with his right to set rules through his representative, the board of trustees. The board members, usually conservative businessmen, do not truly represent the community, but they hire the administrators and, through them, all the staff. The staff, however, only seems beholden to the board and soon forms its own constituency. When staff and board disagree, or when he is caught between the board and students and area residents, the president becomes more mediator than leader. A new view of community is not as a taxpayer bloc, but as many elements that contribute to the life of the college, including administrative leadership, staff dedication, faculty creativity, students, and their families. A model board to represent all these elements might have seven seats—three for taxpayers (maybe for women, minorities, and employees of commerce) and four for the president, a faculty member, a sophomore, and a graduate or adult evening student. Power would rest with those contributing most in knowledge and involvement. Changes under such representation would include: recognition of political reality, not the myth of public-spirited service; more interest in education, less in finances; easier resistance to political pressure; removal of some causes of student unrest; no more blaming "the board" for any group's own inadequacies; a colleague relationship instead of paternalism. (HH)

ED 034 533 JC 690 383
University System Core Curriculum Summary Statement.
University System of Georgia, Atlanta.

Pub Date 69
Note—13p.
EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—*Articulation (Program), *Credits, *Junior Colleges, *State Programs, *Transfer Programs

Identifiers—Georgia

A Committee on Transfer of Credits was asked to (1) identify courses numbered and classified at different levels by various units of the University System and to recommend at what level they should be accepted for transfer; (2) analyze lower division courses prerequisite to a bachelor's degree and, where they differed, to suggest ways to ease transfer of credit among all units. The second task resulted in development of a core curriculum, whose absence had been a great problem for the junior colleges. All units submitted examples of their own transfer problems. The Committee also studied catalogs, matching hypothetical cases to different requirements, and received recommendations from academic committees. Most schools were found to require courses in the humanities, natural science, mathematics, a laboratory science, social science, and introductory work in the student's major. While establishing this core curriculum, the Committee tried also to (1) preserve the school's right to its own curriculum development and experimentation and (2) allow students to change or delay choice of their major. When the lower-division subject areas, quarterly course loads, credit hours, exceptions, provisions for revision, etc.

were determined, each member unit was asked to develop its programs accordingly. A committee, mostly of registrars, worked out details of implementing the new articulation procedures, including counseling students that certain 4-year programs require specialized courses at the junior college level. (HH)

ED 034 534 JC 690 384
Fahsbander, Kenneth E.
A Selective System of Faculty Advising as a Means of Implementing Community College Counseling.

Pub Date Dec 69
Note—113p.; Doctoral dissertation
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106
Document Not Available from EDRS.

Descriptors—*Counseling, Doctoral Theses, *Faculty Advisors, *Guidance, *Junior Colleges

Identifiers—California

Observing how much junior college counseling and advising was unsuccessful, the author examined selective faculty advising. He felt that, if faculty members could handle routine academic and career advice, counselors would be freed for the more complicated cases or personal/social problems. For assignment to faculty advisers, 14 counselors chose students with definite career goals, making good progress, ready for more independence, and in no need of a counselor relationship. Eleven faculty advisers were selected; as they were to carry their full teaching load, they received extra pay. The selected students were assigned to faculty advisers; a control group stayed with their counselors for a second year. A test of certain assumptions showed that students seeking help on educational matters preferred a faculty adviser. As even those assigned to counselors sought faculty advice on their majors, the new arrangement merely formalized this preference. Advisers, aware that they were limited to subject specialty, made a few referrals to counselors or other subject-area advisers. As these students felt able to solve most of their own problems, they wanted an adult helper who was available, expert in his field, and concerned with the individual. Although satisfied with both counselors and advisers, they tended to prefer the latter because of their availability and expertise. It is critical that advisers select only those students free of unusual personal or academic problems. (HH)

ED 034 535 JC 690 385
Allen, James E., Jr.
The Community College and the Office of Education's Goals.

Pub Date 69
Note—13p.; Speech given at the annual meeting of the National Council of State Directors of Community-Junior Colleges (Williamsburg, Virginia, November 10, 1969)

EDRS Price MF-\$0.25 HC-\$0.75
Descriptors—*Federal Legislation, *Government Role, *Innovation, *Junior Colleges

Despite problems of growth, the newness of junior colleges permits activities that might otherwise be stifled by tradition. It fits the trend toward making education relevant to individual community needs. It can make improvement of education a continuing process by doing research on how to facilitate learning and applying it to teacher training and curriculum. Linked to an area's economic life, the college can use the creativity of business and industry. It can coordinate community action programs with its own remedial and work-study programs, as in making a neighborhood reading clinic part of its literacy project or combining teacher training with day-care centers. Accommodating, as it does, adult education, vocational training, and academic preparation, it has many chances for innovation. Connecting the public school system, higher education, industry, and private fund sources, it is a natural spot for fiscal experiments. New laws aim to let the college coordinate and support diverse agencies, not overlap or compete with them. They will provide grants to individual schools for career education programs. The open door is a primary service to the poor, giving immediate job training with a chance for later transfer to professional work. The federal plans will encourage coordination with government manpower programs, with feeder high schools, and with 4-year schools. Full use of the junior college can reduce

the artificial separation of the academic, economic, and social worlds. (HH)

ED 034 536 JC 690 386

Carman, Robert A.

A Systems Approach to the Development of a Junior College Course in Remedial Mathematics.

Pub Date Aug 69

Note—44p.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Educational Planning, *Junior Colleges, *Remedial Mathematics, *Systems Approach

Identifiers—California

This paper explains the systems approach. Of several definitions, the simplest is that a system is a set of parts coordinated to achieve a [goal or] set of goals. A modified systems approach could likely be an effective tool in educational planning. The information feedback loop permits the manager to base his actions on the actual performance of the system as related to its overall mission and on the performance of any subsystems as related to their objectives. The need constantly arises to determine alternative courses of action, which must be traded off according to system constraints and mission, and to accommodate successive generations of design, directed by re-evaluation as feedback on the initial system becomes available and as constraints and resources change. A course in remedial mathematics was set up under certain constraints: existing programed material was designed for children; it gave more drill than instruction; other departments needed students with particular math skills; money for change was scarce; new staff could not be expected; no grade, only competence, was required. Its aim was to help students qualify for several departments served by the math department. The author describes the components of this mission by subsystem, and the solution of the problem by the use of a core of courses in arithmetic supplemented by units in algebra, geometry, etc. Other details of the innovation are given. [Not available in hard copy, due to marginal legibility of original document.] (HH)

ED 034 537 JC 690 387

Garcia-Passalacqua, Juan M.

Ahead in College: A Developmental Program for Low Achievers.

Pub Date [68]

Note—25p.

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—*Developmental Programs, *Junior Colleges, *Low Achievers, *Remedial Programs, Student Attitudes, Student Motivation

Identifiers—Puerto Rico

Because of the current trend toward further education for all high school graduates, there is need to prepare low-achieving students for college-level work. A developmental program was designed for Puerto Rico Junior College to improve the performance of high school graduates with low academic averages and entrance examination scores. After a year of pilot operation, the "Ahead in College" program has been evaluated. It includes training in the basic skills and concepts of English, Spanish, mathematics, and several business skills. Courses in human relations, music, arts, and sports are also offered. Individual counseling is provided. The maximum program load is 17 hours a week, with no more than 12 credit hours. On the basis of monthly progress evaluations of each student, transfer is granted to the regular 2-year curriculum of the college. Participants in the program pay regular tuition and fees. During the pilot year, the program had 46 participants. Student profiles showed that personal and family problems had been responsible for previous low achievement. The performance of students promoted from the pilot program compared with the performance of regular students showed that the pilot group completed successfully. In view of this, it is suggested that more such programs be started to serve students with an average or low level of achievement in high school. An essential target for such programs is student attitudes and motivation. (MS)

ED 034 538 JC 690 388

Taped Highlights; Recommendations of the Western Regional Leadership Conference (Sacramento, Calif., September 25-26, 1969).

American River Junior Coll., Sacramento, Calif.

Pub Date 69

Note—34p.

EDRS Price MF-\$0.25 HC-\$1.80

Descriptors—*Career Opportunities, *Junior Colleges, *Parks, *Recreational Programs, *Vocational Education

Identifiers—California

This transcript is meant to help coordinators, administrators, and teachers in developing programs for recreation leaders and technicians in 2-year colleges, especially those that can become career ladders. Three distinct types of job are noted—administrator, consultant, and face-to-face activity leader. A substantial nationwide market for graduates is foreseen. The 22 recommendations include: an advisory committee representing local employers and 4-year schools; a survey of available local jobs; a capable coordinator; a master's degree for the faculty; general and sequential courses in the curriculum; use of the USOE curriculum guide; a program identity separate from Physical Education; articulation with both secondary and 4-year schools; both 2-year terminal programs and career ladders for the graduate; in-service training and continuous education to prevent dead-end jobs; transferability from 2- to 4-year colleges; assurance of further preparation for high supervisory positions; use of state funds for work experience programs; close cooperation with California Recreation and Park Society on certification, registration, etc.; use of personnel referral and placement service of National Recreation and Park Association; specification of the college role in training; continuous, sequential, developmental field-work experience; 20-unit certification program for upgrading and updating those already employed; a student club affiliated with the California Recreation and Park Society. (HH)

ED 034 539 JC 690 389

Lutzn, Sidney G.

[Address Given at the Regional Junior College Recreation Education Institute, American River College, September 25, 1969.]

Pub Date 25 Sep 69

Note—9p.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—*Career Opportunities, *Junior Colleges, *Parks, Personnel Needs, *Recreational Programs, Vocational Education

Identifiers—California

The United States has made striking technical advances in recent years, but there has not been comparable progress in social services. Greater affluence and leisure for some have been one result of technical progress, but problems of poverty and urban development are more pressing. New developments to improve the condition of society can be expected. In view of this, there will be a growing need for personnel in the field of parks and recreation. Such personnel will to a large extent be drawn from junior college graduates. The Associates' 2-year training will not be sufficient for supervisory positions. It is suggested that junior colleges use the curriculum guide prepared by the National Recreation and Park Association. The Association has a personnel placement service that can provide junior colleges with qualified instructors in the field and refer graduates to positions. The Association will make every effort to provide the graduates with a stimulating career, continued training, and advancement opportunities. (MS)

ED 034 540 JC 690 390

Policies, Procedures, and Regulations; Governing the Establishment and Operation of the Comprehensive Community Colleges of Virginia.

Virginia Community College System, Richmond; Virginia State Board for Community Colleges, Richmond.

Pub Date 9 Apr 69

Note—20p.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—*College Planning, *Junior Colleges, *Manuals, *Master Plans, School Organization, *State Programs

Identifiers—Virginia

This manual may be useful to communities planning the establishment of a junior college system. It covers the types of programs to be offered by the colleges; coordination of all programs of higher education by the State Council of Higher Education; eligibility of students; length of term and attendance day; establishment of colleges, including need and suitable sites; establishment of special training programs; administrative relationships and responsibilities; fiscal policy and

procedures; consulting services; amendments. Operating policies, procedures, and regulations are found in the Virginia Community College Operating Manual. (MS)

ED 034 541 JC 690 391

Jones, Twyman

Some Comments on the Role of Junior College Counselors.

Pub Date [69]

Note—7p.

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*Counseling Goals, *Counselor Role, *Educational Counseling, *Guidance Personnel, *Junior Colleges, Student Problems

The role of counseling is especially important in junior colleges, with their wide range of courses and diverse student population. It must be determined whether or not junior college counselors should practice "psychotherapy" and to what extent they should be academic advisors. The first aim of counseling is to help students to make decisions; the personal adjustment of the student must be considered when resolving vocational problems. Since many junior college students need psychotherapeutic help, colleges may wish to have one or more psychologists on their counseling staffs. The inadequacy of most faculty academic advisement programs has been demonstrated; it is suggested that the counselor can get to know the student better if he also acts as academic advisor. However, there is no data proving that the counselor provides the student with more accurate academic information than the faculty advisor. It is also doubtful that the counselor has time to perform both duties well. At Meramec Community College, St. Louis, an academic advisement program prepares personnel with intensive in-service training. They then act as academic advisors, with close supervision by the counselors. An alternative, using programmed materials, allows students to prepare their own programs. The author feels that professional counselors should spend most of their time helping students with developmental problems. (MS)

ED 034 542 JC 690 432

Campbell, Gordon

The Community College in Canada.

Association of Universities and Colleges in Canada, Ottawa (Ontario).

Pub Date 69

Note—22p.; Reprint from Universities and Colleges of Canada, 1970

Available from—Association of Universities and Colleges of Canada, 151 Slater Street, Ottawa 4, Canada (\$0.50)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Educational History, *Foreign Countries, *Junior Colleges

Identifiers—Canada

This report gives a brief history and statistical summary of community, junior, and similar colleges across Canada. It describes the present status of colleges in each province (or group of provinces), with specific data on governance, funding, enrollment, faculty, and purpose. The nationwide trends appear to be: (1) the promise of a college within commuting distance to everyone; (2) toward the establishment of provincial systems under one board and even, at the national level, an agency for country-wide coordination and development; (3) away from specialized colleges to more comprehensive, generalized curricula, programs for part-time day and evening students, and transfer in occupational programs between the colleges within a system; (4) for better articulation between high schools, colleges, and universities, and from high schools through (and between) colleges and universities; (5) away from the jurisdiction of school boards and direct government control, accompanied by recruitment of faculty from other than the secondary school and by increased faculty and student involvement in policy-making; and (6) toward improved counseling services to reconcile the students' aspirations with realistic educational goals. It is foreseen that Canada will support the community college as enthusiastically as it did the high school earlier in the century. (HH)

ED 034 543 JC 690 433

Creamer, Don G.

An Evaluation of Mid-Semester Deficiency Grading Practices.

Pub Date [69]

Note—3p.

EDRS Price MF-\$0.25 HC-\$0.25

Descriptors—*Grading, *Junior Colleges, Motivation, *Student Motivation
Identifiers—Texas

In certain colleges, mid-semester Deficiency Reports were issued on the assumption that marginal students (those with a D or F after nine weeks of class) should be alerted to the danger of failure. In spring 1969, a study was made to see if those who received the reports made better final grades than those who did not. Of those judged in danger at mid-term, one-half (the control group) were selected at random to receive the reports; the other half (the experimental group) were sent no notice. At the end of term, a random sample was taken from each group and final grades compared. Those with a W, WF, or WP were excluded. The two groups were further divided into those receiving a D or F and an average final grade was computed for each. An F Test was applied to the distribution of the final grades of both groups to see if significant differences existed in the variances of the two groups. None were found for those with a F at mid-term. For those with a D, however, the average final grade for the experimental group was significantly higher than for the control group. In summary, it was shown that, for those with a mid-term F grade, the report made no difference, but, for those with a mid-term D, it made a great difference. It may be concluded that the notice discouraged the marginal student from doing his best and deprived him of motivation to achieve a higher grade. After this study, the use of Deficiency Reports was discontinued. Other colleges may wish to re-examine their own similar grading practices. (HH)

ED 034 544 JC 690 434

Bleedorn, Berenice D.
Timed and Untimed Tests of Creative Thinking: A Timely Comparison.

Minnesota Univ., Minneapolis. General College.
Pub Date 69
Note—14p.
Journal Cite—The General College Studies; v6 n2 1969-1970

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—Creative Development, *Creativity Research, *Disadvantaged Groups, *Junior Colleges, *Minority Groups, *Testing
Identifiers—Minnesota

To differentiate student creativity by various tasks, the investigator used two classes with many minority-group students for whom certain admission requirements had been waived. In lieu of final exam, 17 experimental (Minority) and 28 control students received tests of creative thinking. Two forms were used, each with three separate figural tasks. The first form presented a circle, a triangle, and a square task; the second, circles, squares, and then triangles. The first two tasks were timed, the third was not. All were scored for fluency, flexibility, and originality, and the timed and untimed tasks compared. Except for a few individual experimental subjects, the controls were much higher on all counts. Comparison of originality scores in the timed and untimed tasks showed erratic differences in individuals in both groups, indicating a group rather than a task difference. Though inconclusive, the study highlights the lack of screening for the minority group, their possible anxious reaction to testing, and their lack of broad background, in contrast to the screened and generally able students of the dominant culture; it suggests identifying creativity in the disadvantaged in early school years. In short, comparisons between culturally different groups showed wide and unpredictable individual differences; the dominant culture has an advantage over the minority; an untimed task gave no anxiety relief to the disadvantaged; general education for minority cultures must be maximized. (HH)

ED 034 545 JC 690 435

Selected Papers from Northern Illinois University Community College Conferences, 1968-1969.

Northern Illinois Univ., De Kalb. Community Coll. Services.
Pub Date Oct 69
Note—162p.

EDRS Price MF-\$0.75 HC-\$8.20

Descriptors—Conferences, *Educational Research, *Junior Colleges, *Speeches

The research done on junior colleges by graduate students at Northern Illinois University during 1968-69 is summarized. The seventeen papers

reproduced here are those made available in written form by speakers at various conferences on the junior college. The subjects covered include: a commentary on the community college board member, a communications/behavioral approach to the basic speech course, speech courses and programs, the associate nursing program, adult education in the junior college, student unrest, guidance needs, student orientation, student personnel services, student conduct, occupational counseling, financial aid to students, preparation of junior college transfer students, sophomore literature at Northern Illinois University, and new dimensions for a Rhetoric 101 course. (MS)

ED 034 546 JC 690 436

Stockdale, William A.
Summaries of the Meetings of Group F of the Seminar for Great Teachers at Westbrook Junior College, Portland, Maine, August 17-27, 1969.

Minnesota Univ., Minneapolis. General College.
Pub Date 69
Note—32p.

Journal Cite—Professional Development Review; v4 n1 Fall 1969

EDRS Price MF-\$0.25 HC-\$1.70

Descriptors—*Conference Reports, *Educational Interest, *Junior Colleges, *Student Reaction, *Teaching Techniques

The American Association of Junior Colleges sponsored "A Seminar for Great Teachers" during August 1969. The participants were divided into groups that met three times each day for nine days. This report describes the discussions of group F. The 11 members were teachers of various subjects at different colleges. All were concerned with holding the interest of both slow and fast learners in their classes. During group meetings, the teachers described unique methods for teaching their subjects successfully. One member had a technique for personalizing history lessons; another returned biology tests only at personal interviews with the students. A Spanish teacher used dramatization to catch her students' interest. Innovative methods for teaching literature and speech were described. One teacher had an "incentive grading system" that enabled students to cancel out poor grades by showing improvement on the final exam. The teachers recognized a need for junior college faculties and students to establish a positive identity, rather than occupying an inferior position between high school and university. The merit of course and teacher evaluation by students was discussed. (MS)

ED 034 547 JC 690 437

Verbeke, Maurice George
The Junior College Academic Dean's Leadership Behavior as Viewed by Superiors and Faculty.

Pub Date Dec 66
Note—146p.; Doctoral dissertation
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 67-11,243, Microfilm \$3.00, Xerography \$7.20)

Document Not Available from EDRS.

Descriptors—*Administrator Evaluation, *College Deans, College Faculty, Doctoral Theses, *Junior Colleges, *Leadership Qualities

This study is concerned with the leadership behavior of the junior college academic dean. It illuminates administrative relationships that may be significant for institutions preparing future junior college administrators, for the dean occupies a position between the president and the faculty. This study was based on the perceptions and expectations of the dean's superiors, the faculty and the dean himself, as measured by the "Leader Behavior Description Questionnaire." Twenty-two colleges participated. Two dimensions of leader behavior were measured: "initiating structure," emphasizing well-defined organizational procedures and goals, and "consideration," referring to personal respect and warmth between the leader and his group. Each dimension was analyzed under "real" or perceived behavior and "ideal" or expected behavior. The general conclusions of the study showed that the greatest discrepancy of views on the deans' behavior was between the faculty and the deans themselves. The faculty expected the dean to increase both dimensions of leadership behavior. The deans' and presidents' ratings were not significantly different. A list of suggestions is given for improved relations between deans and faculty. (MS)

ED 034 548

Todd, Carl Elbert
The Perceived Functions of the Junior College Academic Dean in the Improvement of Instruction.

Pub Date 65
Note—286p.; Doctoral dissertation
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 66-2926, Microfilm \$3.00, Xerography \$13.30)

Document Not Available from EDRS.

Descriptors—*Administrator Evaluation, *College Deans, College Faculty, Doctoral Theses, *Junior Colleges

The perceptions of junior college presidents, academic deans, and instructors pertaining to the functions of the academic dean in improving instruction are compared. The presidents, deans, and faculty of 46 junior colleges received a questionnaire consisting of ten functions and 93 examples of activities of academic deans in improving instruction. The study found that all three groups agreed on the importance of the dean's functions in improving instruction, but not all agreed on the degree to which the dean performed the functions. The deans' perceptions did not differ as much as the perceptions of the presidents and instructors. Among the recommendations of the study were that academic deans should: plan more with the faculty on academic matters; give more attention to the orientation of new instructors; encourage faculty membership in professional societies; distribute a newsletter to inform the faculty of campus activities; prepare reports of student evaluation of the instructors, to be discussed in private with each instructor. It is suggested that further research be done on this topic, using other information-gathering techniques. (MS)

ED 034 549 JC 690 439

Christiansen, Mark Alvan
The Relative Effectiveness of Two Methods of Teaching Composition in Freshman English at Metropolitan Junior College—Kansas City.

Pub Date Sep 64
Note—230p.; Ph.D. dissertation
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 65-7639, Microfilm \$3.00, Xerography \$10.35)

Document Not Available from EDRS.

Descriptors—*College Freshmen, *Composition Skills (Literary), Doctoral Theses, *Experimental Teaching, *Junior Colleges

An experiment was conducted at Metropolitan Junior College, Kansas City, to determine (1) if an experimental group of English I students who wrote 24 compositions during one semester would show greater writing improvement than a control group that wrote only eight, and (2) if there would be a difference in reading and vocabulary development between an experimental group that read no essays from a freshman prose book and a control group that studied 20 essays. All students in the experiment wrote an essay on a specified topic at the beginning and at the end of the semester. All groups were pre-tested on the New Purdue Placement Test in English and the University of Kansas English Department Measurement Test. The same tests were used at the end of the semester to compare progress made by the two groups in reading and vocabulary. The conclusions of the study were: both groups showed significant improvement in composition writing, but the experimental group did not show greater improvement than the control group; the experimental group showed as much reading improvement as the control group; neither group made significant progress in vocabulary. The implications of the study include the problem of determining the optimum amount of writing a freshman college student should do, and what other factors contribute to the development of writing skill. (MS)

ED 034 550 JC 690 440

Friedman, Norman Lee
The Public Junior College Teacher in Unified Public School System Junior Colleges: A Study in the Sociology of Educational Work.

Pub Date Jan 65
Note—276p.; Ph.D. dissertation
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 65-9109, Microfilm \$3.75, Xerography \$13.05)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Junior Colleges, Public School Systems, *Role Perception, *Teacher Behavior, Teacher Recruitment, Teaching Methods

An exploratory sociological analysis was made of the role adaptations of public junior college teachers. Teachers from two Missouri unified public school system junior colleges were interviewed personally and by mail; information was also gathered from observation, informants, and relevant documents. Both colleges recruited their faculty largely from high school teachers and community residents. Two teacher categories are described: pre-organizational career types and organizational tenure types. The report summarizes findings pertaining to the organizational nature of the two colleges studied and their differences, the careers of recruited teachers and the process of their adaptation or failure to adapt to the role of public junior college teacher, and the organizational problems confronting many teachers. The findings are presented in a descriptive-analytic model of the functioning of the colleges and their faculty. (MS)

ED 034 551

JC 690 441

Boyle, Frederick Henry

A Study of Procedures Utilized in Planning Occupational Education Programs in Selected Florida Junior Colleges.

Pub Date Aug 65

Note—145p; Doctoral dissertation

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 66-2008, Microfilm \$3.00, Xerography \$7.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Junior Colleges, *Program Planning, State Departments of Education, *Vocational Education

Identifiers—Florida
This study is concerned with Florida's junior college programs for employment preparation. Its purpose is to list all the procedures used to plan vocational-technical programs and to discover which might be used by other junior colleges, to compare program planning procedures at the state and junior college levels, and to make recommendations for improved program planning. Ten Florida junior colleges were visited; the president and the director of vocational-technical education were interviewed. The president of each college provided the author with a number of resource materials. In the Florida State Department of Education, selected personnel were asked to outline procedures used by state agencies in assisting junior colleges to plan occupational programs. The study focused on planning procedures for assessing the need for occupational education, for planning curricula to meet this need, and for evaluating the adequacy of on-going programs. It was shown that no junior college has the resources to undertake all the planning procedures and research studies necessary for adequate planning in occupational education. Extensive cooperation between state agencies and individual junior colleges will be required for more adequate planning. (MS)

ED 034 552

LI 000 851

Saraciv, Tefko Rees, Alan M.

Towards the Identification and Control of Variables in Information Retrieval Experimentation.

Western Reserve Univ., Cleveland, Ohio. Center for Documentation and Communications Research.

Spons Agency—Public Health Service (DHEW), Washington, D.C.

Report No.—CSL-TR-6

Pub Date Jan 66

Note—26p; A version of this paper was presented at the Congress of International Federation for Documentation, Washington, D.C., October 10-15, 1965

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB 177 576; MF-\$0.65, HC-\$3.00)

Document Not Available from EDRS.

Descriptors—Evaluation, *Experiments, *Information Retrieval, Information Science, *Information Systems, *Research Design, *Research Methodology

The rapidly increasing amount of information retrieval experimentation necessitates that considerable attention be paid to the problems of experimental methodology. The authors feel that the generalized and well-known experience in the

physical, life and behavioral sciences concerning the role of methodology in scientific research must be applied to information retrieval experimentation. The scope of this paper is limited to experimentation involving retrieval systems and sub-systems. After defining the terms used in the paper, the authors discuss the structure of information retrieval systems, variables within retrieval system components, and experimental controls. It is concluded that the need for controls in experiments is clearly evident. Some unresolved questions which warrant further research are listed. (Author/CC)

ED 034 553

LI 001 349

Parker, Edwin B. And Others

SPIRES (Stanford Public Information Retrieval System). Annual Report (2d, 1968).

Stanford Univ., Calif. Inst. for Communication Research.

Spons Agency—National Science Foundation, Washington, D.C. Office of Science Information Services.

Pub Date Jan 69

Note—136p; the 1967 annual report is ED 017 294, PB-177 087

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB-184 960, MF \$0.65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Automation, Computers, Display Systems, Information Needs, *Information Retrieval, *Information Systems, Information Utilization, *Man Machine Systems, Nuclear Physics, Programming, Research Utilization, Scientific Personnel, *University Libraries

Identifiers—SPIRES, *Stanford Public Information Retrieval System, Stanford University Libraries

During 1968 the name of the project was changed from Stanford Physics Information Retrieval System to "Stanford Public Information Retrieval System" to reflect the broadening of perspective and goals due to formal collaboration with Project BALLOTS (Bibliographic Automation of Large Library Operations using a Time-Sharing System). The primary facility under development is still the computer information system for on-line reference retrieval. The file language techniques used are essentially as described in the 1967 report. The computer programming done in the demonstration version of SPIRES was judged to be suitable as the nucleus for Stanford Library Automation Project, and is to be used to provide more efficient internal processing of bibliographic information in the library. The major technical progress during 1968 was the completion of the SPIRES Supervisor, a special-purpose time-sharing system that serves multiple typewriter terminals. The designer, William Riddle, describes the specifications for the Supervisor in Appendix I of this report. Also appended is the SPIRES reference manual, a guide to user procedures prepared by Richard Bielsker. (Author/JW)

ED 034 554

LI 001 508

Sage, C. R. Fitzwater, D. R.

Operational Results of an Adaptive SDI System.

Iowa State Univ. of Science and Technology, Ames. Dept. of Chemistry; Iowa State Univ. of Science and Technology, Ames. Inst. for Atomic Research.

Report No.—Contribution No. 1615

Pub Date 68

Note—18p; Presented to the 19th International Guide Meeting, October 15, 1966

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB 179 797; MF-\$0.65, HC-\$3.00)

Document Not Available from EDRS.

Descriptors—*Information Dissemination, *Information Systems

Identifiers—SDI, *Selective Dissemination of Information

The Ames Laboratory SDI system requires a minimum of human intervention. The adaptability of the system provides two major contributions to information dissemination. (1) The user benefits proportionately from the amount of effort he expends in setting up his profile and the diligence in sending back responses. (2) The document input has only to be machine-readable and is not restricted to certain established criteria concerning abstracting or writing. When the whole scientific and non-scientific communities adopt universal standards in literature writing a less adaptable system might be considered. (Author)

ED 034 555

LI 001 661

Austin, Charles J.

MEDLARS, 1963-1967.

National Library of Medicine, Bethesda, Md.

Pub Date [68]

Note—83p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (FS 2.202:M46/3, \$0.75)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Book Catalogs, Computer Programs, *Computers, Indexing, *Information Retrieval, *Information Storage, *Information Systems, Publications, Search Strategies, Subject Index Terms

Identifiers—*Medical Literature Analysis and Retrieval System, MEDLARS, National Library of Medicine

The purpose of this document is to present a final description of the original MEDLARS system as it evolved through four years of operation. The system is described as it was functioning on January 1, 1968. Among the various system elements discussed are: (1) the input subsystem, including journal selection and coverage, Medical Subject Headings (MeSH), and indexing; (2) the retrieval subsystem, including request analysis, search formulation, file search, and printout of retrieved citations; and (3) the publication subsystem, including the MEDLARS photocomposer and computer programs for producing MEDLARS publications. A summary of operating experience for the period includes discussion of system problems, changes, and evaluation. Also discussed is the extension of MEDLARS technology to the cataloging of books and serial titles. This system produces two major products: (1) catalog cards for the central NLM card catalog and (2) the NLM current catalog, a computer-produced book-form catalog available to other medical libraries on a current and frequent basis for use as an acquisitions and cataloging tool. Appended is a list of approximately 200 selected references. (JW)

ED 034 556

LI 001 688

Organization of a Capitol Region Library Council. A Report on the Proposals and Activities of Neumann Associates.

Capitol Region Council of Elected Officials, Hartford, Conn.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.

Pub Date 30 Apr 69

Note—24p; A related document is ED 026 089

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB 184 039; MF-\$0.65, HC-\$3.00)

Document Not Available from EDRS.

Descriptors—Fees, *Library Cooperation, *Library Planning, Library Programs, *Library Services, *Organizations (Groups), Regional Cooperation, Regional Planning, *Regional Programs

Identifiers—*Capitol Region Library Council, Connecticut, Hartford

In 1967 The Regional Advisory Committee for the Capitol Region, Inc. of Hartford, Connecticut commissioned a study by Nelson Associates entitled "Library Service in The Capitol Region of Connecticut: A Study With Recommendations for Future Development" (ED 026 089). As a result of this report the Capitol Region Council of Elected Officials contracted with Neumann Associates to create a Capitol Region Library Council (CRLC). This report summarizes activities of the Neumann Associates in this effort including meetings of the Interim Council and discussions leading to a set of proposed by-laws for the CRLC. Possible programs are listed involving improved access to library resources by the citizens of the region, direct service to library users provided by the CRLC, the provision of centralized administrative services, public relations and improvement of individual libraries in the region. Appendix I is a list of meetings, conferences, and appearances. Also appended are the recommended by-laws, a proposed budget, and the recommended dues schedule. (CC)

ED 034 557

LI 001 725

Helmkamp, John G.

Managerial Cost Accounting for a Technical Information Center.

Indiana Univ. Foundation, Bloomington. Aerospace Research Applications Center.

Spons Agency—National Aeronautics and Space Administration, Washington, D.C.
Report No—NASA-CR-92640
Pub Date Jan 68

Note—308p.; Doctoral thesis submitted to Graduate School of Business, Indiana University

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (N68-15502, MF-\$0.65, HC-\$3.00)

Document Not Available from EDRS.

Descriptors—*Cost Effectiveness, Electronic Data Processing, *Information Centers, Information Dissemination, *Information Retrieval, Management, Planning

A two-fold solution to the cost information deficiency problem is proposed. A formal managerial cost accounting system is designed expressly for the two information services of retrospective search and selective dissemination. The system was employed during a trial period to test its effectiveness in a technical information center. Once appropriate service cost data are available, the statistical cost model developed in this study can be used in lieu of the formal cost accounting system and will provide an efficient and economical cost control technique. A computerized data processing function is employed to convert cost data recorded during the production process on various source documents into relevant managerial cost information. A random sample of five searches is selected every month for both information services, and the direct costs consumed for each sampled search are registered on a single record. (Author)

ED 034 558

LI 001 808

Teplitz, Arthur

Microfiche for Technical Information Dissemination: A Cost-Benefit Analysis.

System Development Corp., Santa Monica, Calif.
Report No—SDC-SP-3223/000/00

Pub Date 2 Dec 68

Note—23p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB 184 365; MF-\$0.65, HC-\$3.00)

Document Not Available from EDRS.

Descriptors—*Computer Output Microfilm, *Cost Effectiveness, *Information Dissemination, *Microfiche

The paper introduces the concept of Book Fiche, a microfiche form which provides up to 390 pages on a single 4 X 6 inch film sheet, and its application to the reproduction and distribution of technical documents. A cost comparison is made between conventional printing and distribution techniques, and microfiche dissemination utilizing computer-to-cathode-ray-tube devices. The cost and use benefits of Book Fiche over conventional fiche and over the printing systems are presented, with consideration given to such elements as storage savings, ease of updating, currency of information, etc. Recommendations are made for development and implementation of the Book Fiche concept through the involvement of national and international professional trade, and technical associations and societies, including the Society of Technical Writers and Publishers. (Author)

ED 034 559

24

LI 001 810

Grimes, George Doyle, James

Information Resources; A Searcher's Manual. MOREL Regional Information System for Educators.

Michigan-Ohio Regional Education Lab., Inc., Detroit.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-1465

Pub Date Jul 69

Contract—OEC-3-7-061465-3071

Note—56p.; Related documents are LI 001 811 and LI 001 812

EDRS Price MF-\$0.25 HC-\$2.90

Descriptors—*Education, Educational Researchers, Information Centers, *Information Needs, *Information Seeking, Information Services, *Information Sources, Manuals, Records (Forms), Reference Materials, *Search Strategies

This document is one of a series describing the background, functions, and utilization of the Regional Information System (RIS) developed by the Michigan-Ohio Regional Educational Laboratory (MOREL). The purpose of this manual is to detail a procedure for performing a productive

search of information resources which can satisfy the informational needs of educators. The focus of the manual is upon the individual researcher, but the methodology and materials delineated could be used within an organization as well. The manual is divided into two general sections. Chapter One discusses the searching procedure, covering definition of the question, the information searching procedure, and the bibliographic chain. A search procedure form and a model of the searching process are also included. Chapter Two deals in more detail with the various informational formats included in the bibliographic chain. Specific resources are listed and annotated, including human, institutional, and printed resources and information agencies. The concluding section of the manual provides a listing of existing sources of these resources, the suggested contents of a basic educational reference collection, and a keyword index. A selected bibliography of 14 items on the searching procedure is appended. (Author/JB)

ED 034 560

24

LI 001 811

Grimes, George

Information Services; A Survey of the History and Present Status of the Field. MOREL Regional Information System for Educators.

Michigan-Ohio Regional Education Lab., Inc., Detroit.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-1465

Pub Date Jul 69

Contract—OEC-3-7-061465-3071

Note—35p.; Related documents are LI 001 810 and LI 001 812

EDRS Price MF-\$0.25 HC-\$1.85

Descriptors—Automation, Educational Research, *History, Information Centers, Information Networks, Information Retrieval, *Information Science, *Information Services, Information Systems, *Libraries, *Regional Laboratories

This document is one of a series describing the background, functions, and utilization of the Regional Information System (RIS) developed by the Michigan-Ohio Regional Educational Laboratory (MOREL). The continuing history of the field of librarianship and information services is reviewed in this report. The first part covers ancient times to the invention of movable type; the second extends from the advent of print to the end of the nineteenth century; and the third summarizes the period from 1900 to the present. The first two parts deal almost exclusively with library history, although the work of documentalists becomes a stronger and stronger trend from the last of the nineteenth century onwards. The emphasis in the last part is on the accelerating activities of the information services area as operationalized by those engaged in documentation, information retrieval, and the emerging discipline of information science. Appended are descriptions of the information service efforts of four regional educational laboratories: the Far West Laboratory for Educational Research and Development, the Michigan-Ohio Regional Educational Laboratory, the Central Midwestern Regional Educational Laboratory, and the Southwestern Cooperative Educational Laboratory. (Author/JB)

ED 034 561

24

LI 001 812

Kromer, Charles Doyle, James

Establishing the Information System: An Operational Handbook. MOREL Regional Information System for Educators.

Michigan-Ohio Regional Education Lab., Inc., Detroit.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-1465

Pub Date Jul 69

Contract—OEC-3-7-061465-3071

Note—65p.; Related documents are LI 001 810 and LI 001 811

EDRS Price MF-\$0.50 HC-\$3.35

Descriptors—*Administration, Classification, Codification, Costs, Data Bases, *Education, Guides, Information Centers, *Information Services, Information Sources, *Information Systems, Library Reference Services, Records (Forms), Reference Materials, Systems Development

Identifiers—*MOREL Regional Information System, MOREL RIS

This document is one of a series describing the background, functions, and utilization of the Regional Information System (RIS), developed by the Michigan-Ohio Regional Educational Laboratory (MOREL). RIS, which was developed to improve the accessibility of information for the educational practitioner, is described in this handbook. The handbook is also designed to help others plan, develop, and operate information systems. Included in the handbook are: (1) an introduction to RIS; (2) a detailed description of the System's two components: the Resource Bank and the Referral Library; (3) information on installation activities; (4) discussions of staffing, facilities, costs, the timetable, and evaluation; and (5) a summary of the evolution of the System. Appendices include: the Resource Bank coding scheme, the Association Referral Information Service (ARIS) coding scheme, a list of suggested materials for a basic educational library collection, a sample numerical classification system, keyword in Context (KWIC) listings, the MOREL search procedure form, a sample data sheet, and an annotated list of selected collections of materials in the MOREL Information Center's information file. (Author/JB)

ED 034 562

LI 001 813

Anderson, Lloyd E. Wegner, Waldo W.

Ames Selective Dissemination of Information (SDI) System Operating Manual.

Iowa State Univ. of Science and Technology, Ames. Industrial Relations Center.

Spons Agency—Department of Commerce, Washington, D.C. Office of State Technical Services.

Pub Date 68

Note—29p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB 179 794, MF \$0.65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Documentation, *Information Dissemination, *Information Systems, *Manuals Identifiers—SDI, *Selective Dissemination of Information

The Ames Selective Dissemination of Information (SDI) System is an attempt to efficiently place rapidly increasing amounts of information into the hands of scientists and engineers who can exploit it. It is a computerized current awareness system designed to increase researchers' literature searching capabilities by bringing to their attention documents of potential interest from sources which they do not ordinarily search or from sources with which they may be unfamiliar. This operating manual is intended to provide those Ames SDI users who are participating through the Center for Industrial Research and Services (CIRAS) with a functional knowledge of the system, thereby enabling them to use it to maximum advantage. The emphasis in the manual is on what the system does and profile design rather than the inner workings of the computer programs involved. (Author/CC)

ED 034 563

LI 001 816

Anderson, R. R. And Others

The Stability of Dynamic Feedback in an SDI System.

Iowa State Univ. of Science and Technology, Ames. Inst. for Atomic Research.

Report No—Contribution No. 1610

Pub Date 68

Note—24p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB 179 795; MF-\$0.65, HC-\$3.00)

Document Not Available from EDRS.

Descriptors—*Documentation, *Evaluation, *Feedback, *Information Dissemination, *Information Systems, Use Studies Identifiers—SDI, *Selective Dissemination of Information

The SDI system now operational at the Institute for Atomic Research, Iowa State University, is implemented with the concept of feedback. The profile user is notified of a document which may be of interest to him and indicates his response to this document on the response card accompanying the notification. The profile words carry individual significance values which are adjusted according to the responses of the user. So the importance of a profile word to the user in the next dissemination run is dependent on his responses to the notifications he has previously received. The feedback functions are designed to

provide stability in the feedback loop so that an equilibrium value is maintained for a large variety of profile words. The use of feedback is credited with significantly improving the results obtained by this system by creating a more accurate description of the interests of the user. A feedback function and the operational results which have been collected to date are described. (Author)

ED 034 564

LI 001 817

Jordan, John R.

A Framework for Comparing SDI Systems.
Iowa State Univ. of Science and Technology,
Ames. Inst. for Atomic Research.
Report No.—Contribution No. 2256

Pub Date 68

Note—6p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB 179 799; MF-\$0.65, HC-\$3.00)

Document Not Available from EDRS.

Descriptors—*Comparative Analysis, *Documentation, *Evaluation, *Information Dissemination, *Information Systems

The process of comparing the many Selective Dissemination of Information (SDI) systems is a complicated task, requiring proper test procedures and the control of critical variables. The necessity for controlling the interest level as well as the number of documents disseminated when evaluating systems is demonstrated. The process of SDI is described graphically in order to demonstrate the effect of these variables. (Author)

ED 034 565

LI 001 818

Sage, C. R.

Computer Dissemination of Current Literature, An Over-All Evaluation.

Iowa State Univ. of Science and Technology,
Ames. Inst. for Atomic Research.
Report No.—Contribution No. 1900

Pub Date 68

Note—28p.; Presented at the Annual Meeting of the American Society for Engineering Education (Pullman, Wash., June 20-24, 1966)

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB 179 799; MF-\$0.65, HC-\$3.00)

Document Not Available from EDRS.

Descriptors—*Computers, *Documentation, *Evaluation, *Information Dissemination, *Information Systems, Use Studies

Identifiers—SDI, *Selective Dissemination of Information

A resume of the Ames Laboratory Selective Dissemination of Information (SDI) Computer System is presented. The results of three types of evaluation studies made of the Ames Laboratory SDI systems are discussed which include: evaluation of model studies utilizing restricted document and user sample sizes; statistical evaluation of production runs involving 177,180 document entries and 83 profiles; and evaluation of user participation through comments of users taken from a survey. Suggestions are made, as a result of the evaluation, that SDI incorporating the "feedback concept" would be feasible and practical for application towards a national and/or regional computer current awareness service. (Author)

ED 034 566

LI 001 819

Sage, C. R. Anderson, R. R.

Ames Laboratory Selective Dissemination of Information Computer System; A Survey of User Evaluation.

Iowa State Univ. of Science and Technology,
Ames. Inst. for Atomic Research.
Report No.—Contribution No. 1891

Pub Date 68

Note—30p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB 179 799; MF-\$0.65, HC-\$3.00)

Document Not Available from EDRS.

Descriptors—*Documentation, *Evaluation, *Information Dissemination, *Information Systems, *Use Studies

Identifiers—SDI, *Selective Dissemination of Information

An evaluation of the Ames Laboratory Selective Dissemination of Information - Computer System based on 40 production runs from February 1965 through February 1966 was made by 31 scientist users. Users' comments about the

system were correlated with results of a statistical study for the period. It was shown that users were more satisfied with the operation of the system than the statistical results first indicated. All of the 31 users' comments on performance of the system and their suggestions for improvement are included. The evaluation showed that a current awareness service utilizing low-order document description (limited to titles, authors and sources) operates effectively. Users' comments indicated a desire for retrospective literature searching in addition to the current awareness service now provided. (Author)

ED 034 567

52

LI 001 821

Garrison, Guy

Studies in Public Library Government, Organization, and Support. Final Report.

Illinois Univ., Urbana. Library Research Center.
Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.

Bureau No.—BR-7-1194

Pub Date Sep 69

Contract—OEG-1-7-071194-5117

Note—538p.

EDRS Price MF-\$2.00 HC-\$27.00

Descriptors—*Administrative Organization,
*Bond Issues, Elections, *Financial Support,

Library Networks, Library Services,
Metropolitan Areas, *Public Libraries, Public
Opinion, *Public Support, Suburbs, Use Studies,
Voting

Identifiers—*Illinois

This report consists of six individual reports that were done by staff members at the Library Research Center as part of the overall project. In Part I, "Financing Public Library Expansion: Case Studies of Three Defeated Bond Issue Referendums," Ruth G. Lindahl and William S. Berner analyze defeated library bond issue referendums in Champaign, Quincy, and Peoria, Illinois. In Part II, "Suburban Communities and Public Library Service in the Chicago Metropolitan Statistical Area," Ruth G. Lindahl tests the proposition that certain types of suburban communities will have predictably higher levels of public library service than will others. For Part III, "Public Opinion in Illinois Regarding Public Library Support and Use" by Carol Kronus and James W. Grimm, field interviews were conducted with 2,031 respondents representing a probability sample of adult residents of Illinois. In Part IV, William S. Berner examines "Campaign Conduct and the Outcome of Library Bond Referendums." Barbara O. Slanker, in Part V, is concerned with "Administrative Structure of Public Library Systems and Its Relationship to Level of Service Offered by Member Libraries." In Part VI, Ralph Stenstrom presents an analysis of "Factors Associated with Membership and Non-Membership in Library Systems in Illinois." (Author/JB)

ED 034 568

PS 002 183

Miranda, Consuelo And Others

A Bilingual Oral Language and Conceptual Development Program for Spanish-Speaking Pre-School Children.

Michigan State Dept. of Education, Lansing.

Pub Date Aug 68

Note—356p.

Available from—Foreign Language Consultant,
Curriculum Division, Michigan Dept. of Education, Lansing, Michigan

EDRS Price MF-\$1.50 HC-\$17.90

Descriptors—*Bilingual Education, Bilingual Teacher Aides, Classification, Language Development, *Language Instruction, Oral English, *Preschool Children, *Program Guides, Spanish Speaking, Time Perspective

This paperback edition consists of a series of lessons to be used in an English language and conceptual development program for 4 to 5-year-old Spanish-speaking children. The overall goal of the lessons, designed for use with migrant children, is to provide the child with the language and conceptual skills he needs to benefit from a standard school setting. Lessons are built around structured Oral Language Circles and take about 15 minutes each. There are 59 English Circles and 61 Spanish Circles to be used in sequence at a rate of three per day for 8 weeks. The Spanish lessons prepare the child in his first language for the content of English, while at the same time helping him to acquire standard alternates for certain nonstandard features of his own dialect. The volume is divided into four parts. Part One

includes a description of the program, answers to common questions, and a general listing of a preschool classroom's permanent equipment. Part Two consists of the lessons. Part Three contains an art materials supplement providing patterns for any art work or demonstration objects not easily obtainable within the school. Part Four is an oral language test of productive English which can be used to gauge a child's progress. (JF)

ED 034 569

PS 002 291

Head Start Programs and Participants 1965-1967.
Office of Economic Opportunity, Washington,
D.C.

Pub Date [67]

Note—209p.

EDRS Price MF-\$1.00 HC-\$10.55

Descriptors—*Compensatory Education Programs, Dental Evaluation, Family Characteristics, *Federal Programs, Medical Services, *National Surveys, *Participant Characteristics, Personnel Evaluation, *Preschool Programs, Program Descriptions, Student Characteristics, Volunteers

Identifiers—*Head Start

This report describes the children, their families, and staff members who have participated in Project Head Start from its inception in the summer of 1965 through 1967. The information has been compiled from tabulations of data prepared by the Bureau of Census and offers a general picture of the populations served to date and where possible includes program information. The report is divided into six sections and includes both an introduction and an overview. These sections represent a description of the Head Start children and their families, the medical status of the children, center information where available, staff member characteristics, evaluation of the program, and parent activities. Tables included with each section consist of item frequency distributions of the data collected to date. The data depict selected trends in the composition and characteristics of the Head Start participants by comparing them from one program term to the next. The overview provides a context for interpreting the data. The paper is planned to be suggestive of leads for additional and more refined analysis of data, and should be useful in both program planning and the design of research and evaluative studies related to Head Start. (Author/JF)

ED 034 570

PS 002 300

Becker, Wesley C. And Others

Reducing Behavior Problems: An Operant Conditioning Guide for Teachers.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.; National Lab. on Early Childhood Education.

Spons Agency—Office of Economic Opportunity,
Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date Nov 69

Note—20p.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—Behavior Change, *Behavior Problems, *Classroom Techniques, *Guides, Negative Reinforcement, *Operant Conditioning, Positive Reinforcement, Preschool Children, Reinforcement

Classroom management and what teachers can do to make it possible for children to behave better, which permits learning to occur, are the subjects of this handbook. The authors hypothesize that the first step toward better classroom management is a teacher's recognition that how children behave is largely determined by the teacher's behavior. When teachers employ operant conditioning they systematically use rewarding principles to strengthen children's suitable behavior. Ignoring unsuitable behavior will discourage its continuance. Behavior can be changed by three methods: (1) Reward appropriate behavior and withdraw rewards following inappropriate behavior, (2) Strengthen the rewards if the first method is unsuccessful, and (3) Punish inappropriate behavior while rewarding appropriate behavior if methods (1) and (2) fail. The booklet explains each method and offers supporting research and evaluations of the use of different methods. It outlines step-by-step procedures and has appeal for parents, teachers, and anyone involved in training children. (DO)

ED 034 571

PS 002 375

Van Allen, Roach

Language Experiences Which Promote Reading.

Arizona Univ., Tucson.

Pub Date 29 Sep 69

Note—16p.; Paper presented at the Early Childhood Lecture Series, Eastern Michigan University, Ypsilanti, Michigan, September 29, 1969
EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Communication (Thought Transfer), Elementary Grades, *Language Experience Approach, Listening, *Reading Instruction, Speech, Teaching Methods, Writing
In the language-experience approach to reading instruction, communicative skills are viewed without distinction among listening, speaking, spelling, and writing. The children learn to conceive of expression and reception of expression as natural parts of experience, rather than as separate tasks that occur during a break in regular activity. The skillful language-experience teacher weaves opportunities for communication practice (listening, speaking, writing, reading, and dictating) unobtrusively into the fabric of daily experience. Through this practice, the child comes to feel that he can talk about what he thinks, that he can talk about what he can communicate in other ways, and that he can recall what he or others dictate and what he or others write through reading. The child comes to recognize letters and their function, and learns little by little the details of language use, because he wants to. New skills are put to immediate use and receive immediate positive feedback. Through this method, children not only learn to read better, but they also develop mature concepts about the value and use of reading and other communicative skills. [Not available in hard copy due to marginal legibility of original document]. (MH)

ED 034 572

PS 002 385

Hirsch, Jay G. And Others

Individual Differences in Ghetto Four-Year-Olds.
Illinois State Dept. of Mental Health; Institute for Juvenile Research, Chicago, Ill.

Report No.—IJR-RR-4

Pub Date 69

Note—23p.; Paper presented at the annual meeting of the American Orthopsychiatric Association, New York, New York, April 2, 1969

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—*Behavior Rating Scales, Culturally Disadvantaged, Individual Characteristics, *Personality Assessment, *Personality Tests, Preschool Children, Psychological Tests, Test Interpretation, Test Reliability

Thirty-five disadvantaged Negro 4-year-olds were observed by one or the other of two white male child psychiatrists during a 30-minute play session. After the session, the observer dictated a descriptive summary of the session. He filled out a rating scale on aspects of the child's behavior, including speech and play behavior, nature of social interaction, interest in play materials, ability to focus attention, inferences about his previous experience with caretakers, and general developmental assessment rating. Eighteen months later typed copies of the dictated summaries were distributed to the two observers and to five independent judges, all of whom were psychoanalytically oriented. Analysis of the ratings suggests that preentrance ratings do provide information for readiness groupings and can be made on the basis of the child's response to a new adult and his interaction with preschool materials. The stability of the observers' two sets of ratings was high, as was agreement between observers, agreement among the five independent judges, and agreement between observers and judges. Finally, it is suggested that grouping children into competence groups, based on ratings by experienced observers, will facilitate preschool program planning and make children more accessible to growth through preschool experience. (MH)

ED 034 573

PS 002 482

Zigler, Edward

Training the Intellect Versus Development of the Child.

Yale Univ., New Haven, Conn.

Pub Date [68]

Note—29p.

EDRS Price MF-\$0.25 HC-\$1.55

Descriptors—*Child Development, Cognitive Development, Cultural Disadvantage, *Early Childhood Education, *Educational Objectives, *Educational Theories, Emotional Development, Environmental Influences, Failure Factors, Learning Theories, Motivation, Social Development

Identifiers—Environmental Mystique

In a speech before the American Educational Research Association, the author asserts that childhood education theory is going through one of its periodic over-reactions to new findings. The result is the present overemphasis on environmentally caused cognitive development. Yet a very basic biological law is the law of human variability. The overemphasis on the intellectual aspect of child development is harmful if other crucial personal development areas involving emotion, motivation, and social competence are ignored. If the general aspects of a child's development are attended to and appropriate conditions established, the child will learn because learning is an inherent feature of being a human being. The child's history of deprivation or failure, his motivation for attention and affection, his feelings towards adults and his self-concept are as important determinants of how he functions as is his formal cognition. (MS)

ED 034 574

PS 002 509

Caldwell, Bettye M.

The Effects of Psychosocial Deprivation on Human Development in Infancy.

Center for Early Development and Education, Little Rock, Ark.

Spons Agency—National Inst. of Child Health and Human Development, Bethesda, Md.

Pub Date [68]

Note—35p.

EDRS Price MF-\$0.25 HC-\$1.85

Descriptors—*Behavioral Science Research, Child Development, Cognitive Development, *Cultural Disadvantage, Environmental Influences, *Human Development, Infants, Parent Influence, Preschool Children, *Research Needs, *Research Problems, Research Reviews (Publications), Social Influences

Identifiers—Psychosocial Deprivation

The concept of deprivation has become very appealing to specialists of many disciplines as an explanation for deviations in human development. This is understandable, since the phenomenon does seem to be a key factor in development, but several technical and methodological considerations hinder immediate efforts at understanding and alleviating it. Ambiguities in definitions of the concept of deprivation and the necessity to rely on field study research designs constitute major deterrents to the acquisition of definitive data. To determine more clearly the effects of psychosocial deprivation on human development there have to be improved techniques for assessing the psychosocial environment and for standardizing change-sensitive measures of early development. Also, more attention needs to be given to clarifying the relationship between constitutional factors and susceptibility to deprivation. The single case model deserves more use in attempts to demonstrate the effects of the operation and removal of psychosocial deprivation. Finally, psychosocial enrichment might have an optimum level which should be taken into consideration. (Author/MH)

ED 034 575

PS 002 515

Kindergarten Curriculum Guide: Early Childhood Education.

North Carolina State Dept. of Public Instruction, Raleigh.

Pub Date [69]

Note—46p.

EDRS Price MF-\$0.25 HC-\$2.40

Descriptors—Activities, *Curriculum Guides, Educational Equipment, *Kindergarten, Program Guides

This booklet is intended as a resource guide for administrators, teachers, and curriculum planners. Its program is based on characteristics and goals related to 5-year-old children. General program objectives are explained, as are goals for language arts, number experiences, social studies, science, music, art, health and safety, and physical education. An informal approach through individual, group, and community activities is encouraged. Suggestions for organizing the kindergarten relate to class size, schedule, and working with parents. A plan for maintaining pupil records, materials and equipment for curriculums is recommended. Also included is a bibliography on early childhood education. (DR)

ED 034 576

PS 002 537

Day Care and Child Development in Your Community.

Day Care and Child Development Council of America, Inc., Chicago, Ill.

Pub Date 69

Note—33p.

Available from—Day Care and Child Development Council of America, Inc., Room 712, New Post Office Building, 433 West Van Buren Street, Chicago, Illinois 60607 (\$1.00)

Document Not Available from EDRS.

Descriptors—*Child Care, Community Action, Federal Programs, Financial Support, Organization, *Preschool Programs, Program Planning

Uncoordinated community day care efforts often result in an unbalanced availability of kinds of nursery school programs. Too much money is wasted on unnecessary administrative services, and training of personnel is not consistent in quality or quantity. Community Coordinated Child Care (4-C) program tries to alleviate this confusion. This handbook is to help citizens who want to implement a 4-C program in their community. It explains how the 4-C program can be effective in planning and coordinating the preschool and day care efforts of local groups. 4-C consulting personnel provide citizens with the resources and structure to use in their own community projects. The handbook outlines 4-C structure from the federal level down to the community level advising that federal and state bodies act only as administrative services to the local people who hold all the policy-making power. The necessary first steps for organizing a local 4-C program are detailed and potential sources of funding are outlined in this handbook. (Refer to PS 002 545 for additional information on the 4-C program). (MH)

ED 034 577

PS 002 540

Katz, Lilian G.

Verbal Behavior of Preschool Teachers. A Very Preliminary Report.

Spons Agency—Illinois Univ., Urbana.

Pub Date Nov 69

Note—9p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children, Salt Lake City, Utah, November, 1969

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—*Classroom Communication, Language Role, Preschool Teachers, *Research Proposals, Student Teacher Relationship, Teacher Response, *Verbal Communication

This paper is a preliminary report of a small research project undertaken to follow up some observations of Head Start classes. The project, which is in the early stages of developing procedures and techniques, hopes to investigate the preliminary observation that teachers' verbal responses to children have the function of ending a child's thinking rather than extending it. Some of the research related to children's intellectual development which has come from studies of mother-child interaction will be applied to the classroom process. If research indicates a need for improvement of teacher's verbal responses, it is hoped that techniques will be developed to make this possible. Related research confirms hypotheses that certain characteristics of adult verbal behavior are crucial aspects of the child's environment and that teachers do differ in their speech styles. Project plans are to analyze transcripts of teachers' classroom speech in terms of function (effect it will leave on the child) and message (actual information carried). The methods for classifying functions and messages are not yet perfected. The project hopes to determine an optimum level for different types of verbal behavior by teachers and to study situational determinants of teachers' speech. (MH)

ED 034 578

24

PS 002 544

Moseley, Dolly And Others

A Socially Integrated Kindergarten.

South Central Regional Education Lab. Corp., Little Rock, Ark.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-2100

Pub Date [69]

Contract—OEC-4-7-062100-3074

Note—37p.

EDRS Price MF-\$0.25 HC-\$1.95

Descriptors—Academic Achievement, Comparative Analysis, *Compensatory Education Programs, Culturally Disadvantaged, Intelligence Quotient, *Kindergarten, Kindergarten Children, *Program Evaluation, Self Concept, Social Influences, *Social Integration

Identifiers—Brown Concept Test, ITPA, Pictorial Test of Intelligence, PPVT, Stanford Binet, WPPSI

The object of this study was to determine the extent to which disadvantaged kindergarten pupils would benefit from association with advantaged pupils and teachers in the improvement of basic skills and self-concept. The sample for 1967-68 was composed of 20 disadvantaged rural Negro and Caucasian 5-year-old children randomly selected. The sample for 1968-69 was reduced to 16 children. In each instance these children were integrated with approximately 30 foreign and Caucasian middle class children. In 1967-68 only the disadvantaged children were administered pre- and posttests approximately 7 months apart. Comparison of results showed significant gains in total performance, language skills, and self-concept, while IQ scores yielded nonsignificant results. In 1968-69, evaluation focused on comparisons of experimental (deprived) and control (underprivileged) means for pretests, posttests, and mean gains from pre- to post for each group. The results must be viewed with caution, for although scores did not show that the disadvantaged gained more, they did gain as much as the advantaged. More statistically significant divergence in favor of the control group was found between pretest results than posttest results. This reduction of difference could have been due to a combination of socialization and curriculum. (JF)

ED 034 579 PS 002 545
Community Coordinated Child Care: 1. Interim Policy Guidance for the 4-C Program; 2. 4-C Fact Sheet and 4-C Status Report; 3. Selected Reference Sources for the 4-C Program.
Department of Health, Education and Welfare, Washington, D.C.

Pub Date 69
Note—26p.
EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—Administration, Agencies, *Community Action, *Day Care Services, Federal State Relationship, *Guidelines, Organization, Policy Formation, *Preschool Programs, Reference Materials

The Community Coordinated Child Care (4-C) Program is a system under which local public and private agencies interested in day care and preschool programs develop procedures for cooperating with one another on program services, staff development, and administrative activities. This publication series (3 papers) explains how to organize local child care resources into a 4-C program. An Interim Policy Guide contains a discussion of kinds of coordination, funding sources available, and suggested steps for organizing. Organization of state child care resources includes establishment, composition, and functions of State 4-C Committees. Federal relationships with state and local 4-C programs are discussed. A fact sheet answers inquiries about the 4-C Program, and a status report explains developments and current position of the program in the nine HEW regional areas. A list of selected reference sources provides information on 4-C, day care, and child development. (Refer to PS 002 537 for additional information). (DR)

ED 034 580 PS 002 560
Minard, James. And Others

A Change of Possible Neurological and Psychological Significance Within the First Week of Neonate Life: Sleeping REM Rate.

American Psychological Association, Washington, D.C.

Pub Date 69
Note—2p.; Paper is reprinted from the "Proceedings, 77th Annual Convention, APA, 1969," Division 7 which contains 30 pages, 16 presentations

Available from—American Psychological Association, 1201 17th Street, N.W., Washington, D.C. 20036 (Division 7, \$1.50)

Document Not Available from EDRS.

Descriptors—*Eye Movements, Infancy, Infants, *Neurology, Physiology, Reaction Time, Reactive Behavior, *Sleep

The percentage of rapid eye movement (REM) during sleep is substantially greater in neonates (infants in first month after birth) than in other children or adults. It was hypothesized that REM rate may decline as rates of many response sequences do when repeatedly elicited. Electrical recordings of eye movements were obtained from

a 3-day-old male and followed through his seventh day, from 25 females aged 3, 4, or 5 days, and a kitten observed 8 hours after birth and for the next 5 days. The REM rate was obtained under noise conditions and quiet conditions. The critical statistic was the eyes-closed REM rate, and results supported the hypothesis. The rate for 5-day-old infants was significantly lower than for 3-day-old infants. Differences over short time periods and records of individual REM rates for infants and the kitten were in the expected direction. Neurological and psychological significance can be attributed to the developmental change in REM sleep, of which sleeping REM rate is a particularly promising indicator. (DR)

ED 034 581 PS 002 566

Ward, William C.
Rate and Uniqueness in Children's Creative Responding.

American Psychological Association, Washington, D.C.

Pub Date 69
Note—2p.; Paper is reprinted from the "Proceedings, 77th Annual Convention, APA, 1969," Division 7 which contains 30 pages, 16 presentations

Available from—American Psychological Association, 1201 17th Street, N.W., Washington, D.C. 20036 (Division 7, \$1.50)

Document Not Available from EDRS.

Descriptors—Creativity, *Creativity Research, Elementary School Students, Organization, *Originality, Reaction Time, *Reactive Behavior, Response Mode

Based on previous studies with college students, this study investigated the hierarchy and creativity of responses in young children. According to the theory of hierarchies, the uncreative person initially produces stereotyped responses and soon runs out of alternatives, while the creative person initially has common ideas but subsequent ideas are more unique. Thirty-four 7- and 8-year-olds, predominantly middle class, with a mean IQ of 115 were the subjects. Three creativity measures, adapted from Wallach and Kogan, were administered and each child's tests were scored for the total number of appropriate ideas given. There were no consistent differences between creative and uncreative children in response rate or overall probability of unique responses. Results indicated that (1) response rate decreased with time, (2) uncommonness of responses increased over successive response positions, and (3) subjects who eventually produced more ideas gave them at a greater rate throughout the task. It is suggested that response hierarchies for creative and uncreative children are identical, but creative children continue to generate responses, many of them unique, after uncreative children cease responding. It is also suggested that personality and motivational variables may affect responses. (DR)

ED 034 582 PS 002 567

Babson, S. Gorham. And Others

Preschool Intelligence of Oversized Newborns.

American Psychological Association, Washington, D.C.

Pub Date 69
Note—2p.; Paper is reprinted from the "Proceedings, 77th Annual Convention, APA, 1969," Division 7, which contains 30 pages, 16 presentations

Available from—American Psychological Association, 1201 17th Street, N.W., Washington, D.C. 20036 (Division 7, \$1.50)

Document Not Available from EDRS.

Descriptors—Exceptional Children, Infants, *Intelligence Differences, Intelligence Quotient, Lower Class, *Prenatal Influences, Weight Identifiers—Stanford Binet

This study investigated whether children oversized at birth, like those undersized at birth, have an increased chance of mental subnormality. Subjects were 4-year-olds born of urban disadvantaged white mothers whose average education was 10.8 years. Stanford-Binet intelligence scores of the subjects were compared to their birth weights. Between mid-1959 and September 1964, 1,126 children, 564 boys and 562 girls, were followed and given intelligence tests. These children were divided into a low (below 2,501 gm.), a high (over 4,250 gm.), and a standard birth weight group (all others). The heaviest 5 percent of newborns was selected from the high group. The report indicates that of the heaviest 5 per-

cent there was a significantly larger percentage with intelligence scores below 80 (subnormal) at 4 years of age. This percentage (23 percent) is more than double that of all other children tested who weighed over 2,500 gm, and is comparable to that found in children of low birth weight. A greater variability and lower mean IQ is also found in the oversized group than in those of usual size at birth. These results are sufficiently challenging to warrant investigation of fetal, maternal, and environmental factors which might have affected the results. (JF)

ED 034 583 PS 002 570

Hauserman, Norma McIntire, Roger

Training Elementary Reading Skills Through Reinforcement and Fading Techniques.

American Psychological Association, Washington, D.C.

Pub Date 69
Note—2p.; Paper is reprinted from the "Proceedings, 77th Annual Convention, APA, 1969," Division 15 which contains 48 pages, 30 presentations

Available from—American Psychological Association, 1201 17th Street, N.W., Washington, D.C. 20036 (Division 15, \$2.50)

Document Not Available from EDRS.

Descriptors—Associative Learning, Grade 1, Grade 2, *Operant Conditioning, Reading Improvement, *Reading Research, Reinforcement, Social Reinforcement, *Word Recognition

This research project was designed to explore suitable operant methods to assure successful acquisition of some initial formal reading skills by first and second graders. The subjects were 12 pupils diagnosed as predicted reading failures by failing scores on four or more subtests of a 10 test battery suggested by DeHirsch, Jansky, and Langford (1966). Fading and reinforcement techniques were employed to bring about the desired terminal reading behavior of correctly identifying any of 80 stimulus words, printed either on cards or within story context. Common preprimers were used to measure terminal reading behavior. It was hypothesized that near errorless reading of these words in a variety of story contexts would demonstrate successful early reading behavior. Results showed that both concrete reinforcements and fading techniques were effective in reducing high error rates emitted during early reading attempts. Fading techniques were crucial in enabling the student to continue to respond correctly during the transition from large print with pictorial cues to small type unaccompanied by such cues. Concrete reinforcement, with social reinforcement, compared to social reinforcement only, was most effective when combined with fading procedures. (JF)

ED 034 584 PS 002 571

Glitter, A. G. Satow, Yoichi

Color and Physiognomy as Variables in Racial Misidentification Among Children.

American Psychological Association, Washington, D.C.

Pub Date 69
Note—2p.; Paper is reprinted from the "Proceedings, 77th Annual Convention, APA, 1969," Division 16 which contains 6 pages, 4 presentations

Available from—American Psychological Association, 1201 17th Street, N.W., Washington, D.C. 20036 (Division 16, \$0.50)

Document Not Available from EDRS.

Descriptors—Physical Characteristics, *Preschool Children, Racial Attitudes, Racial Differences, *Racial Factors, *Racial Recognition, Self Concept, Sex Differences, Visual Measures

This study investigated racial misidentification among children through the manipulation of two independent variables: skin color and physiognomy. Eighty 4- to 6-year-old children enrolled in Head Start Centers made up the sample. Color slides of three dolls each, with each set identical except for color and physiognomy, were used as stimuli material. Male dolls were used with male subjects and female dolls with female subjects. A series of factorial analyses of variance was performed on the data. Using race as the independent variable, blacks misidentified significantly more than whites on color discrepancy, physiognomic discrepancy, and verbal racial self-identification. Sex was also significant, with males misidentifying more than females in terms of color discrepancy scores. Age as well as first- and

second-order interaction between all of the independent variables were nonsignificant. The findings clearly support the existence of racial misidentification among black children, and reveal that it occurs not only in terms of color, but also in terms of physiognomy. In fact, physiognomy may be a more potent variable than color. (JF)

ED 034 585 PS 002 572

Bitner, Marguerite L. And Others

An Evaluation of the Preschool Readiness Centers Program in East St. Louis, Illinois, July 1, 1968 - June 30, 1969. Final Report.

Southern Illinois Univ., East St. Louis. Center for the Study of Crime, Delinquency, and Corrections.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—OEO-4078

Pub Date Sep 69

Note—115p.

EDRS Price MF-\$0.50 HC-\$5.85

Descriptors—Achievement Gains, *Compensatory Education Programs, Culturally Disadvantaged, Parent Participation, Preschool Children, *Preschool Programs, *Program Evaluation, Readiness, Self Concept, Social Adjustment, Student Characteristics

Identifiers—California Test Of Personality, Gates MacGinitie Reading Test, Metropolitan Achievement Test, Metropolitan Readiness Test, PPVT

Objectives of this study were (1) to determine the effect of preschool experience on the personal and social adjustment and school readiness and achievement of the deprived child, (2) to determine what combination of age at intervention and treatment intensity was most effective, and (3) to assess the effects of parent involvement on the child's academic performance. Phase I tested children in the Preschool Readiness Program, summer Head Start children, low income children without preschool experience, and middle income children who entered first grade in September, 1967. Phase II consisted of experimental and control groups who entered first grade in September, 1968. Results of the Metropolitan Readiness Test and the Peabody Picture Vocabulary Test showed that disadvantaged children who participated in the Preschool Readiness Program were better prepared to compete with children without such experience. This was confirmed for both Phase I and Phase II, and both phases made significant gains on the PPVT. Phase I children made significant gains on the MRT, but middle income children scored highest in Phase II. There was no significant change in personal adjustment. Children whose parents were actively involved showed greater achievement. (DR)

ED 034 586 PS 002 573

Arizona Center for Early Childhood Education Annual Report, June 1968 - June 1969.

Arizona Univ., Tucson. Arizona Center for Early Childhood Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Educational Labs.

Pub Date 1 Jun 69

Note—76p.

EDRS Price MF-\$0.50 HC-\$3.90

Descriptors—*Annual Reports, Curriculum Development, *Early Childhood Education, Educational Change, Educational Objectives, *Educational Research, Environmental Research, Individual Characteristics, *Program Descriptions, Test Construction

Identifiers—Arizona Center For Early Childhood Education, Tucson Early Education Model

This 71-page annual report, June 1968-June 1969, focuses on the purpose, development, and work of the Arizona Center for Early Childhood Education administered through the University of Arizona's College of Education. The Center is committed to the systematic analysis, continued development, validation and modification of a new and existing educational program. The purpose of the center is to evaluate innovations and to evolve a research base to guide future development of the early education program. The report includes a discussion of the advantages and disadvantages of the Center, a description of the history, instructional goals, and principles of instruction behind the Tucson Early Education Model, and a progress report on research and development at the Arizona Center. The progress report includes several abstracts of pertinent literature

which involve behavioral research, case studies, and training techniques. Appendixes include the Center's personnel roster, a case study of the program's implementation at the fourth grade level, and a list of selected papers contained in the progress report. (Author/JF)

ED 034 587 PS 002 575

Rosenthal, Ted L. And Others

Pedagogical Attitudes of Conventional and Specially-Trained Teachers.

Arizona Univ., Tucson. Arizona Center for Early Childhood Education; National Lab. on Early Childhood Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Educational Labs.

Report No.—NLECE-70706-A-DO-U-17

Pub Date [69]

Contract—OEC-3-7-70706-3118

Note—27p.

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors—*Changing Attitudes, *Experimental Programs, Rating Scales, *Teacher Attitudes, Teacher Characteristics, Teacher Education, Teacher Improvement

Identifiers—Survey Of Educational Attitudes

In Tucson, the Arizona Center for Early Childhood Education has developed an experimental program (EP) of teacher reeducation aimed at modification of curriculum emphases, classroom practices, and pedagogical orientation of teachers. This study of incentive practices in both EP and NP (nonprogram) classrooms indicated the superiority of the EP practices. Two studies compared pedagogical attitudes of EP and NP teachers regarding classroom application of contemporary principles and the needs and nature of disadvantaged youngsters. In the first study, inculcation of EP attitudes was effected indirectly through classroom interaction with specially trained EP personnel. Attitudes were measured by a 75-item Survey of Educational Attitudes (SEA). The second study examined a 6-week intensive workshop training project, also evaluated by SEA. In both studies the EP teachers had substantially and consistently acquired the desired EP viewpoint. Long-term diffuse and short-term intensive training produced significant modification of teacher's pedagogical convictions. (MH)

ED 034 588 PS 002 576

Berger, Barbara

A Longitudinal Investigation of Montessori and Traditional Prekindergarten Training with Inner City Children: A Comparative Assessment of Learning Outcomes. Three Part Study.

Center for Urban Education, New York, N.Y.

Pub Date Sep 69

Note—164p.

EDRS Price MF-\$0.75 HC-\$8.30

Descriptors—Classroom Techniques, Cognitive Development, *Comparative Analysis, Culturally Disadvantaged, *Educational Research, Inner City, Intervention, *Longitudinal Studies, Perceptual Development, Preschool Children, *Preschool Programs, *Program Evaluation, Teacher Evaluation, Urban Population

Identifiers—Montessori Methods

This research investigates the learning impact of Montessori prekindergarten training as compared to traditional approaches with economically deprived Puerto Rican and Negro children. The three-part, 156-page monograph includes a 22-page introduction to Parts I and II, and a 37-page appendix to Part I. Parts I and II assess training effects of the first year of schooling, focusing on children beginning prekindergarten at approximately 4 to 4 1/2 years of age. The basic research design also includes an evaluation of training for children beginning school at 3 to 3 1/2 years. Part I contains an evaluation of perceptual and cognitive abilities. Part II investigates pupil preference for cognitive styles typifying ego strength in the young child and relevant for autonomous problem-solving strategies. Part III includes a follow-up assessment conducted at the end of kindergarten in order to investigate the cumulative effects of training over a longer period of schooling. The appendix to Part I contains age, sex, and ethnicity trends for the population investigated, a 25-page description of the test battery, a sample teaching log monthly checklist, and a list of sample questions for teacher interviews. The monograph also includes a list of 54 references used for Parts I, II, and III. (JF)

ED 034 589 PS 002 598

Katz, Lilian G. Weir, Mary K.

Staffing Preschools: Background Information.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.; National Lab. on Early Childhood Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Educational Labs.

Pub Date Mar 69

Contract—OEC-3-7-70706-3118

Note—8p.; Based on paper presented at the annual meeting of the Association for Supervision and Curriculum Development, Chicago, Illinois, March, 1969

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—Child Care, *Early Childhood Education, Enrollment Trends, Federal Programs, Paraprofessional School Personnel, *Preschool Programs, *Preschool Teachers, *Recruitment, Teacher Certification, Teacher Characteristics, Teacher Education

Identifiers—Head Start

This report explores background variables related to preschool teaching, and emphasizes that statistics fluctuate in early childhood education. The increase for preprimary enrollment of 3- and 4-year-olds was 26 percent from 1966 to 1967. Accurate figures on preschool teaching personnel are not available, but a large proportion of Head Start teachers had less than 6 months experience with young children before employment. However, one third of Head Start professional staff and almost two thirds of program assistants were drawn from minority groups. Certification and credentialing vary widely from state to state. Nursery school teachers are required to hold certificates in only 19 states, although preschool programs receiving federal funds must hire teachers with training or ability in child care. Teacher training programs in colleges reflect inadequate credentialing regulations. The present growth rate suggests double enrollment of preschool children by 1972. It is concluded that the critical shortage of trained preschool personnel will continue to grow. (DR)

ED 034 590 PS 002 599

Miller, James O.

An Educational Imperative and Its Fallout Implications.

National Lab. on Early Childhood Education, Urbana, Ill. National Coordination Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Educational Labs.

Report No.—NLECE-70706-N-A-O-S-08

Pub Date 3 Jul 69

Contract—OEC-3-7-70706-3118

Note—29p.; Paper presented to President's Committee on Mental Retardation Conference, Warrenton, Virginia, August 10-12, 1969

EDRS Price MF-\$0.25 HC-\$1.55

Descriptors—Certification, Compensatory Education Programs, Culturally Disadvantaged, Demonstration Programs, *Early Childhood Education, *Educational Change, Educational Coordination, *Educational Objectives, *Educational Problems, *Preschool Programs, Teacher Education

This paper discusses the impact of societal change on the educational system. Because of technological and economic developments, it is imperative that the educational system accommodate and utilize change to benefit all sectors of the population. Early childhood education programs have been conceived as agents of change, particularly for disadvantaged groups. A major problem now facing the field is a shortage of trained personnel, because increasing numbers of children are enrolled in preschool programs each year. Most preschool staff members have little experience or training in early childhood education, and present training programs are inadequate, particularly for inner city personnel. Resources available for developing training programs are based on inappropriate criteria. To meet the continued growth in preschool programs, it is proposed that (1) inservice training programs be developed, (2) a minimum of six regional teacher-demonstration centers be created, (3) preservice training be offered by community colleges, (4) national certification standards be established with professional organizations acting as the legal regulatory agencies of the local and state levels, and (5) a National Institute on Early Childhood be established to integrate and innovate practices in early childhood education. (DR)

ED 034 591

PS 002 654

Bushell, Don, Jr. Jacobson, Joan M.
The Simultaneous Rehabilitation of Mothers and Their Children.

Spons Agency—National Inst. of Child Health and Human Development, Bethesda, Md.; Office of Economic Opportunity, Washington, D.C.

Pub Date 30 Aug 68

Note—11p; Paper presented at meeting of the American Psychological Association, San Francisco, California, August 30, 1968

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—Behavior Change, *Class Management, *Classroom Techniques, Paraprofessional School Personnel, Reinforcement, Tutoring

Identifiers—Head Start

The Juniper Gardens Cooperative Preschool is a Head Start project staffed by the mothers of 30 4- and 5-year-olds who attend the preschool. This paper reports on two studies that attempted to upgrade practices in two teaching skills; classroom management and individual tutoring. The classroom was divided into five activity areas which the children could use freely. However, children switched areas so frequently that there wasn't enough time to offer instruction in any one area. Furthermore, when an academic activity (anagrams) was initiated in one of the areas, the children tended to avoid it. To solve these problems, a rule change was made. Children had to complete a task (similar to the anagram activity) before they could switch areas. Observations showed that, as a result, children switched areas less often and played the anagram game more often. The mothers were deficient in individual tutoring because they too often made negative or irrelevant comments and too seldom made reinforcing or helping comments. Written instructions did little to rectify this situation, but "telecoaching" over earphones quickly increased the mothers' use of sound learning principles and decreased their use of undesirable tutoring behavior. (MH)

ED 034 592
 Griffin, William J.

PS 002 686

A Transformational Analysis of the Language of Kindergarten and Elementary School Children.

George Peabody Coll. for Teachers, Nashville, Tenn. Inst. on School Learning and Individual Differences.

Report No.—GPECT-ISLID-PP 66-01

Pub Date 19 Feb 66

Note—20p; Paper presented at the meeting of the American Educational Research Association, Chicago, Illinois, February 19, 1966

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—Child Language, Comparative Analysis, Elementary School Students, *Language Development, *Language Research, Sex Differences, Speech Skills, *Syntax, Writing Skills

The two purposes of this study were (1) to explore the validity of certain indexes used to measure children's development toward maturity in the control of English syntax, and (2) to examine the characteristic exploitation of syntactic resources (a) by boys and girls, (b) at various age-grade levels, and (c) in speech and writing. The normative data was collected from taped oral responses or written language samples of 180 white middle class children, 30 each from kindergarten and grades 1, 2, 3, 5, and 7. Analysis was based on the mean length of the T-unit (a single, independent predication with all its complements and modifiers), which Kellogg Hunt (1964) claimed to be a discriminating indicator of the degree of syntactic mastery in children's language production. This study supported Hunt's finding. T-units were further analyzed for Chomsky's "sentence combining transformations." Results indicated that mean word length of total language production increases with every advance in grade level. The most significant increases in speech mastery were found in grades 1 and 7, and in writing mastery in grade 5. In grade 3 speech was better than writing, but this reversed in grades 5 and 7. Boys were better speakers than girls in all but grade 5. Girls wrote better than boys in the middle but boys surpassed them in seventh grade. (MH)

ED 034 593

PS 002 699

Nelson, Violet And Others

Orchestrated Instruction: A Cooking Experience.

Arizona Univ., Tucson. Arizona Center for Early Childhood Education.; Tucson Public Schools, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Educational Labs.

Pub Date 1 Aug 69

Note—27p.

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors—Arithmetic, Cooking Instruction, *Curriculum Development, *Early Childhood Education, Grade 3, Instructional Aids, Language Arts, Motivation, *Teaching Methods

The Tucson Early Education Program is working with "orchestrated instruction," a cooking experience which is an experimental attempt to pull together the various components of early education. Individual subskills such as arithmetic and language arts are learned for a larger project that the children are interested in, and skills are developed as the need arises. The project discussed here is cooking stew in a third grade classroom. Preparatory discussion and a colorful, illustrated storybook prepared by teachers heightened the interest the children had in the project, and they cheerfully took on the various tasks involved in making stew, from buying the ingredients and collecting the utensils to following the recipe and tasting the fruits of their efforts (gratification). Post-stew exercises presented the opportunity for further learning as children wrote brief stories about the cooking experience using new "stew" vocabulary words. Skillful interaction by the head teacher and her aides weaves the substantive content of academic subjects into the turned-on group activity, and the children receive immediate and gratifying feedback for their new skills. (MH)

ED 034 594

PS 002 700

Rankin, Richard J. Henderson, Ronald W.
Standardized Tests and the Disadvantaged.

Arizona Univ., Tucson. Arizona Center for Early Childhood Education.; National Lab. on Early Childhood Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Educational Labs.

Report No.—NLECE-70706-A-CD-U-13

Pub Date Nov 69

Contract—OEC-3-7-70706-3118

Note—13p.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—Cultural Factors, *Culturally Disadvantaged, *Intelligence Tests, Mexican Americans, Predictive Ability (Testing), Preschool Children, Sex Differences, *Test Reliability

The purpose of this paper is to evaluate the reliability of the Wechsler Preschool and Primary Scale of Intelligence and to measure whether this reliability is affected when subjects are from a disadvantaged group. The subjects were 25 male and 24 female 5 1/2-year-old poor Mexican-Americans. Generally, the Wechsler Preschool Scale showed high reliability with this sample, full scale reliability being .95. The impact of disadvantage can be seen by comparing the scale scores of this group with the results reported for an Anglo-American standardization group. The Mexican-American group falls below the general mean in all subtests, noticeably in the verbal section and most notably in the information and similarities sections of the Wechsler Scale. The high reliability of the scale suggests implications for testing children from ethnic minorities. Since most of the children had limited facility with English, study results will encourage researchers who want an accurate measure of intellectual skills required for successful performance in technical cultures. Measurement within a disadvantaged group may not require new tests to predict skills but may depend upon the use of tests sampling existing known factors and utilizing them to predict within groups. Norms should be established for the specific group tested. (JF)

ED 034 595

PS 002 701

Scheiner, Louis

An Evaluation of a Pilot Project to Assess the Introduction of the Modern English Infant School Approach to Learning with Second and Third Year Disadvantaged Children.

Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date Oct 69

Note—20p.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—Academic Achievement, *Compensatory Education Programs, Creative Think-

ing, *Experimental Programs, Grade 3, *Pilot Projects, *Program Evaluation, Self Concept, Student Attitudes, Student Teacher Relationship

Identifiers—British Infant Schools, Iowa Test Of Basic Skills, Pupil Attitude Toward School Inventory, Torrance Tests Of Creative Thinking

This study tested the Modern English Infant School Approach to teaching as a partial solution to the problem of properly educating the ghetto child. It was hoped that the approach could (1) improve achievement in reading and arithmetic, (2) improve ability in written composition, (3) improve students' attitudes toward self, the school, the teacher, and peers, and (4) increase students' ability to think creatively. To assess this approach, a comparison was made between three third grade classrooms (N=62) in which the English school approach was used and three other third grade classrooms (N=58) in which a traditional approach was used. At the end of the year, all the children took the Iowa Tests of Basic Skills, The Way I Feel About Myself, and the Pupil Attitude Toward School Inventory. Teachers' subjective evaluations were also collected. Students in the new approach group showed neither significantly greater achievement gains nor significant advantage over the control group in attitude toward self, school, teacher, or peers. Teachers' opinions pointed to improved cooperation, participation, and student-teacher relationship. Recommendations include securing teacher aides, parent participation, an on-going staff development program, and careful planning, monitoring, and evaluation of the project. (Author/MH)

ED 034 596

PS 002 704

Schwartz, Conrad

The Effects of Mothers' Presence and Previsits on Children's Emotional Reactions to Starting Nursery School.

National Lab. on Early Childhood Education.; Syracuse Univ., N.Y. Syracuse Center for Research and Development in Early Childhood Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Educational Labs.

Report No.—NLECE-70706-S-BC-R-23

Pub Date Nov 69

Contract—OEC-3-7-70706-3118

Note—36p.

EDRS Price MF-\$0.25 HC-\$1.90

Descriptors—Adjustment (to Environment), *Behavioral Science Research, *Emotional Adjustment, *Experimental Programs, Group Experience, Mothers, *Nursery Schools, Preschool Children

This study investigated the emotional effects of various treatment conditions on children starting nursery school. Subjects were 108 children, predominantly middle class, 3 1/2 to 5 years old. Treatment conditions were analyzed according to (1) previsit to school vs. no previsit, (2) mother present vs. mother absent, (3) peer group experiences vs. no experience, and (4) male vs. female. Children's emotional reactions were rated according to (1) reaction to separation from mother, (2) position and activity relative to others in the last 20 minutes of each session, (3) motility (locomotion in the environment), (4) feeling toward school, and (5) comfort in class. All emotional reactions, except motility, were mutually intercorrelated. The teachers' rating of comfort had the highest correlation with the other indices of emotional reaction. The four experimental treatment variables had no significant effect on a child by the last 20 minutes of the first session, and follow-up studies supported this finding. It is concluded that most middle class children readily adapt to a nursery school situation, regardless of treatment conditions at time of entrance. (DR)

ED 034 597

PS 002 717

Hobson, Arline B.

Language Teaching: Prepositions and Conjunctions.

Arizona Univ., Tucson. Arizona Center for Early Childhood Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Educational Labs.

Pub Date Jul 69

Note—18p.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—*Function Words, *Language Instruction, *Language Proficiency, Language

Programs, *Linguistic Competence, Preschool Children, Sight Vocabulary, Teaching Models, Vocabulary Development
Identifiers—Conjunctions, Prepositions

This bulletin is the first of three designed to give detailed help on fostering language competence in 4- to 6-year-old school children. The bulletin introduces the teacher to a group of prepositions and conjunctions (chosen from the Dolch Basic Sight Vocabulary List of 220 Words) which are important to the meaning of sentences. The list was compiled from those words occurring most frequently in ordinary written communication. The words occur with high frequency in primers and first grade materials. Three-fourths of the document is devoted to describing the potential function of these conjunctions and prepositions in the language, and making suggestions to the teacher and the reader, alerting them to the primary position of such words in language learning. (Author/JF)

ED 034 598 PS 002 740

Smothergill, Nancy L. And Others

The Effects of Manipulation of Teacher Communication Style in the Preschool.

Syracuse Univ., N.Y. Syracuse Center for Research and Development in Early Childhood Education.

Spons Agency—National Inst. of Child Health and Human Development, Bethesda, Md.
Pub Date Mar 69

Note—9p.; Paper presented at the biennial meeting of the Society for Research in Child Development, Santa Monica, California, March, 1969

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—*Educational Experiments, Models, *Nursery Schools, Preschool Children, Problem Solving, Student Teacher Relationship, *Teaching Styles, Verbal Communication

This study assesses the influence of an elaborative vs. non-elaborative teaching style on children's nursery school behavior. (Elaborative teachers elicit more comments from the child, and offer more options for solving problems than non-elaborative teachers.) Subjects, 24 white children of welfare mothers, were assigned to an elaborative (experimental) or non-elaborative (control) group. Experienced teachers conducted four 20-minute sessions each day for 17 days, modifying their teaching style depending on the group being taught. Recordings and observations of teaching style and child verbalizations were made. Results indicated reliability of teaching styles over time and greater frequency of elaborative statements in response to teacher elicitation for the experimental group. A possible modeling effect of teachers on children was suggested for both groups. Results on pre- and posttests designed to measure problem solving abilities showed few differences between the two groups. Greatest differences appeared on verbal tasks. It was concluded that nursery school teachers who teach elaboratively and give positive and individualized responses to children's verbalizations have children who exhibit elaborative behavior in class. (DR)

ED 034 599 PS 002 768

Baldwin, Clara P.

Information Exchange in Mother-Child Interactions.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 69

Grant—OEG-6-10-326

Note—15p.; Paper presented at the meeting of the Society for Research in Child Development, Santa Monica, California, March 1969

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—Behavior Patterns, Caucasians, Communication (Thought Transfer), *Comparative Analysis, *Interaction, Lower Class, Middle Class, Mothers, Negroes, *Parent Child Relationship, Preschool Children, *Verbal Communication

To assess mother-child interaction, 23 mother-child pairs from the West Harlem ghetto (half lower class and half middle class Negroes) and from Washington Square (white middle class) were observed. Children were 3-year-old boys. Each pair spent 30 minutes in a laboratory playroom and were observed and tape-recorded. Children's nonverbal exploratory behavior was assigned to a precoded category system. Verbal behavior was grouped for frequency, form, mode,

response, and manner. Although there was wide variation in verbal interaction, results indicated that the two groups did not differ in (1) mean number of total utterances, (2) ratio between the mothers' utterances and the children's (3) percentage of times mothers initiated a change in topic, (4) types of information contained in mothers' verbalizations, and (5) percentage of times they responded to or ignored their children's statements. Significant differences between the two groups were: (1) West Harlem mothers asked more questions, (2) W.H. interactions contained more requests for clarification, and (3) utterances of W.H. children contained more permanent information and W.S. children more fantasy. Washington Square mothers who ignored children were ignored by them, but children in Harlem demanded more attention when ignored. (DR)

ED 034 600 RC 002 666

Robinson, Cecil

With the Ears of Strangers; The Mexican in American Literature.

Pub Date 63

Note—348p.

Available from—The University of Arizona Press, Box 3398, College Station, Tucson, Arizona 85700 (\$7.50)

Document Not Available from EDRS.

Descriptors—American History, *American Literature, Attitudes, Cultural Interrelationships, Ethnic Origins, *Ethnic Relations, *Literature Reviews, *Mexican American History, Mexican Americans, *Spanish Americans
Identifiers—Latin America, Mexico, Southwestern United States

A review of American literature dealing with Mexican development and involvement in American history includes major writings which reflect the effects of the Spanish conquests and the resultant guilt feelings and attitudes engendered by destruction of highly civilized Aztec cultures. Emphasis is also placed on literature describing the feelings of other Europeans coming to the New World and their attitudes towards the native inhabitants. The final section of the book describes the Mexican and Hispanic influence on the culture and literature emanating from the southwestern United States. The book contains an extensive bibliography on Mexican development and Spanish influences on the Mexican culture. (DK)

ED 034 601 RC 003 764

Helpful Hints for New BIA Teachers.

Bureau of Indian Affairs (Dept. of Interior), Window Rock, Ariz.

Pub Date [69]

Note—54p.

EDRS Price MF-\$0.25 HC-\$2.80

Descriptors—American Indian Culture, *American Indians, Attitudes, Cultural Differences, Elementary Grades, *English (Second Language), Instructional Aids, Lesson Plans, Reading Readiness, School Activities, Secondary Grades, *Student Characteristics, *Teacher Orientation, *Teaching Guides

Identifiers—Bureau of Indian Affairs, *Navajos

Beginning teachers of Navajo children in Bureau of Indian Affairs (BIA) schools are offered some indications of what to expect of their students in this teacher orientation guide. Characteristics of students and situations are presented for elementary and secondary grades. Helpful hints for the first few weeks of school are given. The importance of understanding cultural differences is stressed through descriptions of the attitudes and feelings of students. Lesson plans are suggested for the English as a Second Language (ESL) program. Reading difficulties and how to utilize ESL in the reading program are also discussed. Suggested activities conclude the document. (SW)

ED 034 602 RC 003 795

Anderson, Margaret

The Children of the South.

Pub Date 58

Note—220p.

Available from—Farrar, Straus & Giroux, Inc., 19 Union Square W., New York, N.Y. 10003 (\$4.95)

Document Not Available from EDRS.

Descriptors—*Case Studies (Education), Disadvantaged Youth, Educational Needs, *Educational Problems, Equal Education, *Integration

Methods, *Negro Education, Negroes, *Racial Integration, Southern States
Identifiers—Clinton, Tennessee

The problems resulting from the 1956 desegregation of Clinton High School in Tennessee are related by one teacher involved with the school. She describes the lives of the people of Clinton and tells of the problems Negro children were confronted with during the first year of integration, in an effort to obtain an equal education. The conclusions reached are illustrated with stories of children in the teacher's classroom. The book is based on case histories and devotes several chapters to the needs of Southern education. (CM)

ED 034 603 RC 003 799

Christiansen, John R. And Others

Forest-Fire Prevention Knowledge and Attitudes of Residents of Utah County, Utah, With Comparisons to Butte County, California
Brigham Young Univ., Provo, Utah. Coll. of Social Sciences.

Report No—SSR-Bull-5

Pub Date 69

Note—15p.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—*Attitudes, *Conservation Education, *Fire Protection, Fire Science Education, Forestry, Information Needs, Land Use, *Natural Resources, Outdoor Education, *Recreation, Tables (Data)

Identifiers—California, *Utah

The use of land for outdoor recreation is becoming more and more important, and the increased use of the land has raised the risk of man-caused forest fires. The purposes of this study were (1) to determine the kinds and numbers of visits that people are making to public forests, (2) to identify the social characteristics of forest users, (3) to measure the amount of information people had about preventing forest fires, (4) to discover how people obtained reliable information about forest-fire prevention, and (5) to recommend more effective programs for fire prevention on the basis of the information obtained in the study. A sample of 901 persons were interviewed in Utah County, Utah, and the results were compared to a similar study conducted earlier in Butte County, California. Recommendations for more effective fire-prevention programs included additional research, education, and information programs. (DK)

ED 034 604 RC 003 805

Van Doren, Carlton S.

Geographic Methodology in Natural Resource and Outdoor Recreation Research.

Pub Date 28 Aug 69

Note—21p.; Paper presented at the annual meeting of the Rural Sociological Society (San Francisco, California, August 28-31, 1969)

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—Geographic Concepts, *Natural Resources, *Outdoor Education, *Recreational Activities, Recreational Programs, *Research Methodology, Research Needs, *Research Reviews (Publications), Space Utilization, Spatial Relationship, Systems Approach

The concern of geographers regarding use of natural resources and outdoor recreation is reflected in the vast amount of research done on this topic. Cited in this document are numerous research projects, project methodology, and conclusions related to the use of natural resources. The author concludes by stating that additional empirical research is necessary. The vantage point of the geographer is necessary but the science of geography must also utilize the strengths and insights of other disciplines for the most effective study and planning of the use of our natural resources. (DB)

ED 034 605 88 RC 003 809

Mestre, Eloy

Study of the Trends and Developments in Local Labor Markets Relevant to the High School Student.

Catskill Area School Study Council, Oneonta, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Plans and Supplementary Centers.

Report No—DPSC-67-2749

Pub Date Sep 69

Note—39p.

EDRS Price MF-\$0.25 HC-\$2.05

Descriptors—*Comparative Analysis, *Economic Research, Employment Opportunities, Employment Statistics, Income, *Labor Market, Labor Supply, Manpower Needs, Occupational Guidance, *Occupational Surveys, *Rural Areas, Rural Urban Differences, Vocational Counseling

Identifiers—*New York

The rising needs of school teachers and other school-related personnel in acquainting the youth of their region with labor market conditions and operations and in assisting them in planning their work careers were considered in the design of this analysis. The purpose of this report is to provide an economic analysis of the labor market conditions prevailing during most of the 1960's in the area served by Project Probe (a Project for the Advancement of Creativity in Education funded under Title III of the Elementary and Secondary Education Act) in the Catskill region of the State of New York, specifically Chenango, Delaware, and Otsego counties. Comparative analysis utilizing an industrial area of the state, the State of New York, and national figures, examines the major trends in employment and job growth, employment earnings, and major labor market development. Included is a brief discussion of what may be required of the study region's population to fully participate in the benefits of a growing economy which is market oriented. (DK)

ED 034 066 RC 003 821

Olson, Philip G.

Job Mobility and Migration in a High Income Rural Community. Research Bulletin No. 708.

Purdue Univ., Lafayette, Ind. Agricultural Experiment Station.

Report No.—R-Bull-708

Pub Date Nov 60

Note—24p.

Available from—Agricultural Publications Office, Agricultural Experiment Station, Purdue University, Lafayette, Indiana 47907

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—*Comparative Analysis, Demography, Educational Background, Income, Migration Patterns, Models, *Occupational Mobility, *Rural Areas, *Rural Economics, *Rural Population, Social Status, Statistical Analysis

The analysis of the factors affecting job mobility and migration in a high income rural community is based on a model developed in this document which proved to be a generator of fruitful hypotheses. The study of the Brookston, Indiana, community revealed that job-mobile individuals tended to be younger, had lower incomes, and had lower social status. Migrant individuals tended to be younger, had lower incomes, had more education, and came more frequently from the middle social strata. Migration referred to the movement of a person from one community to another. Motivation underlying job mobility and migration centered on a desire for economic betterment or improved social status. A distinction between voluntary and involuntary mobility and migration, relative to giving up farming, indicated that the voluntary individuals moved to jobs closely associated with past experience while non-voluntary individuals moved to positions of a semiskilled and unskilled nature. Suggestions for further research and policy development conclude the report. A related document is RC 003 823. (DK)

ED 034 607 RC 003 823

Geschwind, R. D. Ruttan, V. W.

Job Mobility and Migration in a Low Income Rural Community. Research Bulletin No. 730

Purdue Univ., Lafayette, Ind. Agricultural Experiment Station.

Report No.—R-Bull-730

Pub Date Sep 61

Note—24p.

Available from—Agricultural Publications Office, Purdue University, Lafayette, Indiana 47907

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—*Comparative Analysis, Demography, Economic Disadvantage, Income, Low Income Counties, Migration Patterns, Models, *Occupational Mobility, *Rural Areas, *Rural Economics, *Rural Population, Social Status, Statistical Analysis

The model developed by Olson and reported in "Job Mobility and Migration in a High Income Rural Community" (RC 003 821) was utilized in

this study of the mobility and migration in the low income, rural Shoals, Indiana, community. The data collected in this study were compared to that of the previous study and the conclusions support the usefulness of the model as a hypotheses generating instrument and the results of the previous study. Emphasized were the importance of education for successful mobility, the farmers loss of social status with a job shift, and that mobility and migration were the result of economic and social status factors. (DK)

ED 034 608 RC 003 831

Romano-V., Octavio Ingacio, Ed.

El Espejo - The Mirror. Selected Mexican-American Literature.

Pub Date Jun 69

Note—253p.

Available from—Quinto Sol Publications, Inc., P. O. Box 9275, Berkeley, California 94709 (\$2.95)

Document Not Available from EDRS.

Descriptors—Drama, *Literature, *Mexican Americans, *Poetry, *Spanish, *Spanish American Literature, Spanish Culture

Representative literature selections by various Mexican American authors depict aspects of the Mexican American culture. Stories, poetry, and one play are included. All stories are given in English; Spanish versions are included for 4 of them. The poetry combines English and Spanish. (CM)

ED 034 609 RC 003 846

Rauschenbush, Elizabeth Brandeis

Wisconsin Governor's Committee on Migratory Labor. Report for 1966 and 1967 With a Summary of Earlier Developments.

Wisconsin Governor's Committee on Migratory Labor, Madison, Wis.

Spons Agency—Wisconsin State Dept. of Industry, Labor and Human Relations, Madison. Equal Rights Div.

Pub Date Jun 68

Note—57p.

EDRS Price MF-\$0.25 HC-\$2.95

Descriptors—Administrative Policy, Census Figures, Economic Factors, *Federal Legislation, Health Programs, Income, Mexican Americans, *Migrant Workers, Migration Patterns, *Program Descriptions, Specialists, *State Legislation, *State Programs, Voluntary Agencies

Identifiers—*Wisconsin

A review of State and Federal activities relative to migrant labor problems presents a backdrop for the report of Wisconsin's Governor's Committee on Migratory Labor for the years 1966-67. The review includes summary data on the migrants and the programs provided in Wisconsin since 1945. The current report contains data on migrant population and migrant patterns, State administrative actions concerning migrants, program descriptions (i.e. education and health services), legislative provisions, and the activities of migrant specialists. Further information is provided on the work of voluntary groups and other organizations providing services for the migrants during the same period. (DK)

ED 034 610 88 RC 003 853

Salem Model School: A Program of Individualized Instruction in a Building Accenting Accessibility and Flexibility.

Salem School Board, Ark.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Plans and Supplementary Centers.

Report No.—DPSC-66-72

Pub Date [66]

Note—286p.

EDRS Price MF-\$1.25 HC-\$14.40

Descriptors—Curriculum Planning, Demonstration Projects, Depressed Areas (Geographic), Educational Facilities, *Educational Innovation, *Educationally Disadvantaged, Federal Aid, Flexible Facilities, *Models, Nongraded System, *Rural Areas, *School Planning, Secondary Education

Educational needs in the remote rural areas of America are profound. The sparsity of population causes transportation problems and hinders reorganization. As a result, the present system permits, and in some states, encourages independent school districts to continue operating when their programs are inferior even when compared to minimum standards of the North Central Accrediting Agency. This report presents the

background and plans for developing a rural area model school for grades 9 through 12. A planning grant for the model school was funded under Title III, Elementary and Secondary Education Act, in January 1966. The educational specifications for the model school are presented as a separate chapter of the report. (TL)

ED 034 611 RC 003 854

Spicer, Edward H., Ed.

Perspectives in American Indian Culture Change.

Pub Date 61

Note—556p.

Available from—University of Chicago Press, 5750 Ellis Avenue, Chicago, Illinois 60637 (\$10.00)

Document Not Available from EDRS.

Descriptors—*Acculturation, American History, *American Indian Culture, Anthropology, *Cross Cultural Studies, Cultural Differences, *Culture Contact, Culture Lag, *Social Change

Identifiers—*Kwakiutl, Mandans, Navajos, Rio Grande Pueblos, Wasco Wishrams, Yaquis
The accounts of the 6 American Indian cultures in this book are designed to contribute to the comparative study of acculturation. An analysis of change under conditions of contact between Indian and Anglo-American cultures is presented. The Indian cultures described are the Yaqui, the Rio Grande Pueblos, the Mandan, the Navajo, the Wasco-Wishram, and the Kwakiutl. The responses of the different Indian groups to similar conditions of contact are examined. (TL)

ED 034 612 RC 003 855

Begay, John Y. And Others

Navajo Evaluators Look at Rough Rock Demonstration School.

Rough Rock Demonstration School, Chinle, Ariz. Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date 1 Jun 69

Note—48p.

Available from—Rough Rock Demonstration School, Chinle, Arizona 86503

EDRS Price MF-\$0.25 HC-\$2.50

Descriptors—*American Indians, Bilingual Education, *Board Administrator Relationship, Curriculum Evaluation, *Interpersonal Relationship, Interviews, Observation, Personnel Evaluation, *Program Evaluation, *School Community Relationship

Identifiers—*Navajos

Four prominent Navajo leaders evaluated Rough Rock Demonstration School by invitation of the school board. Inquiry was directed toward ascertaining the type of education Navajos desire for their children, the extent Indian culture should be included in the curriculum, and how Navajos want their schools operated. It was concluded that the student at Rough Rock is happy, is engaged in the learning process, and is interested in what he is doing. The most outstanding instruction comes from the classroom teacher although dormitory parents are also effective instructors. The parents and community are involved in school operation and activities. Areas of concern were needs for greater emphasis in teaching English, for curriculum guides in the bilingual and bicultural areas, and for follow-up evaluation of students pursuing higher education. It was concluded that Rough Rock Demonstration School has proved successful, needs continuous funding, and should be renamed and continued as a model for other Navajo community schools. (JH)

ED 034 613 RC 003 865

Friend, Reed E. Baum, Samuel

Economic, Social, and Demographic Characteristics of Spanish-American Wage Workers on U. S. Farms.

Department of Agriculture, Washington, D.C. Economic Research Service.

Report No.—AER-27

Pub Date Mar 63

Note—26p.

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—*Agricultural Laborers, Census Figures, Disadvantaged Groups, Economic Disadvantage, *Farm Labor, Geographic Distribution, Labor Turnover, *Migrant Employment, Rural Areas, Social Characteristics, *Socioeconomic Status, *Spanish Americans, Surveys

This report of the current position of Spanish Americans who are farm wage workers is based

on data collected for the Economic Research Service of the Department of Agriculture by the Bureau of Census in a supplement to the February, 1961 Current Population Survey (CPS). The CPS data are based on a national sample of the civilian noninstitutional population 14 years of age and over who did farm work during 1960. The report gives social and demographic characteristics as well as information on employment and earning of the Spanish American farm workers. In addition, a list of the literature cited in the report is included. (TL)

ED 034 614 RC 003 866

Bird, Alan R.

Poverty in Rural Areas of the United States.

Department of Agriculture, Washington, D.C.

Economic Research Service.

Report No.—AER-63

Pub Date Nov 64

Note—49p.

EDRS Price MF-\$0.25 HC-\$2.55

Descriptors—Academic Achievement,

*Depressed Areas (Geographic), *Economic Disadvantage, Educational Facilities, Family Income, *Poverty Programs, Rural Education, Rural Farm Residents, *Rural Population, Rural Youth, Socioeconomic Influences, *Statistical Data, Subemployment

The poverty problems in rural America are categorized and analyzed in terms of the extent and persistence of rural poverty, causes and costs of poverty, poverty characteristics of rural areas, and implications for anti-poverty programs. The report defines poverty and briefly traces the history of rural poverty over the past 20 years. Maps, charts, and graphs are scattered throughout the document as visual and statistical aids in determining the scope of the problem. (DB)

ED 034 615 RC 003 868

Rural People in the American Economy.

Department of Agriculture, Washington, D.C.

Economic Research Service.

Report No.—AER-101

Pub Date Oct 66

Note—129p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$0.60)

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—*Economic Development, Educational Opportunities, *Employment Opportunities, Farm Labor Problems, Government Role, Health Services, Housing, Living Standards, Minority Groups, Planning, *Rural Development, *Rural Economics, Rural Population, Rural Schools, *Services, Welfare Services

An initial report of the Economic Development Division analyzes rural America from a number of viewpoints: size and characteristics of the rural population, well-being of the rural population, ways of life and making a living, troubled areas, current economic changes, and future prospects. The publication deals briefly with the history of the rural population; it then concerns itself with factors affecting the participation of rural people in the nation's development, emphasizing considerations important to the future of rural America. In addition to the maps and charts in the body of the document, pertinent literature is cited and an appendix of numerous statistical tables is included. (DB)

ED 034 616 RC 003 869

Kraus, Richard

Recreation Today; Program Planning and Leadership.

Pub Date 66

Note—461p.

Available from—Appleton-Century-Crofts, Div. of Meredith Publishing Co., 440 Park Avenue South, New York, N. Y. 10016 (\$7.00)

Document Not Available from EDRS.

Descriptors—Group Dynamics, *Leadership, *Outdoor Education, *Professional Personnel, *Program Planning, Recreational Activities, *Recreational Programs, Rehabilitation, Therapy

The role and status of the recreation professional, with emphasis on leadership methodology, is examined in this text. Examples of program activities, guides for the development of recreation programs, and a survey of the types of programs sponsored by a wide variety of public and voluntary agencies are provided. (SW)

ED 034 617

Nash, Jay B.

Recreation: Pertinent Readings. Guide Posts to the Future.

Pub Date 65

Note—278p.

Available from—Wm. C. Brown Company Publishers, 135 South Locust Street, Dubuque, Iowa 52003 (\$3.50 - paperback)

Document Not Available from EDRS.

Descriptors—Adult Leaders, Government Role, *History, *Leisure Time, *Outdoor Education, *Philosophy, Physical Recreation Programs, *Recreation, Recreational Programs, Religious Factors, School Recreational Programs

Reduced work loads, increased technology, and higher economic standards have produced the problems associated with the disposal and use of leisure time. Education must assume a major role in providing future adults with the attitudes and skills necessary to enable them to make wise use of their leisure time. This document contains a review of the history, philosophy, and founders of leisure time education. Also included are discussions concerning the role of the Federal government, future trends in leisure time and outdoor education, and quotations relevant to various aspects of this type of education. (DK)

ED 034 618

Shivers, Jay S.

Principles and Practices of Recreational Service.

Pub Date 67

Note—517p.

Available from—The MacMillan Company, Div. Crowell Collier & MacMillan, Inc., 866 Third Avenue, New York, N. Y. 10022 (\$8.95)

Document Not Available from EDRS.

Descriptors—*Conservation Education, Environmental Education, Leadership, Leisure Time, *Natural Resources, *Outdoor Education, Planning, *Professional Services, *Recreation, Recreational Facilities, Recreational Programs, Recreation Legislation, Textbooks

The purposes of this book, designed as a textbook for students, are to (1) present the fundamental concepts governing the field of recreational service, (2) to identify the chief components and concerns of the field, and (3) to research what history has provided for a contemporary comprehension of how ideas, philosophy, terminology, and practices have developed. The book is divided into 2 parts, principles and practices of recreational service. Individual topics included under part 1 are leisure, recreation, legality, social movement, public recreational service, conservation, leadership, and professionalism. Topics discussed in part 2 are research, administration, coordination, supervision, programming, planning, education, and evaluation. A sample ordinance for the creation of a board, commission, or council of recreational service is appended. (TL)

ED 034 619

Kraus, Richard G.

Recreation and the Schools. Guides to Effective Practices in Leisure Education and Community Recreation Sponsorship.

Pub Date 64

Note—319p.

Available from—The MacMillan Company, 60 Fifth Avenue, New York, N. Y. 10011 (\$6.50)

Document Not Available from EDRS.

Descriptors—Attitudes, Community Recreation Legislation, Community Service Programs, Educational Objectives, *Leisure Time, *Program Development, *Recreational Facilities, *Recreational Programs, Recreation Finances, *School Community Cooperation

The main feature of this book is an analysis of organized recreational programs including their development and future. The use of leisure time problem, provisions for leisure education in the public schools, and community-school recreation programs are discussed. One chapter of the book is devoted to reviews of some effective school sponsored recreation programs. The author concludes with a discussion regarding the developing patterns of cooperation between schools and recreational departments. Also included are the results of 5 surveys about attitudes and practices in recreation. These surveys were conducted in 1962 and 1963 by the author and are referred to several times in the text. (DB)

RC 003 874

ED 034 620

24

RC 003 879

Codwell, John E.

A Demonstration of the Effect of an Adaptation of Microteaching on the Instructional Behavior of Rural School Teachers. Final Report.

Southern Association of Colleges and Schools, Atlanta, Ga.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-9-D-010

Pub Date Oct 69

Grant—OEG-4-9-200010-0027-57

Note—78p.

EDRS Price MF-\$0.50 HC-\$4.00

Descriptors—Demonstration Projects, Evaluation Techniques, *Inservice Teacher Education, *Instructional Improvement, *Microteaching, *Rural Schools, Rural School Systems, Statistical Analysis, Tables (Data), *Teacher Behavior, Teacher Rating, Video Tape Recordings

A project designed to demonstrate the effect of an adaptation of the microteaching technique on the instructional behavior of rural school teachers was conducted in three rural school systems in Tennessee, Georgia, and Florida. Fifty-one teachers and 1,114 pupils participated. Teachers were pre-rated by a 5-member rating team utilizing the Stanford Teacher Competence Appraisal Guide and the Ryans' Classroom Observation Record. Each teacher assessed his own attitude using the Minnesota Teacher Attitude Inventory. Teacher performance was recorded on videotape, which was utilized for suggesting improvements. Following a 12-week "laboratory teaching period," teachers were again rated and self-assessed. A second videotape was made. The statistical techniques utilized in this study were linear correlation analysis, variance analysis, and canonical correlation analysis. It is concluded that a rural school teacher's opportunity to see and hear his performance in the classroom by means of videotape has a highly significant improvement effect on his instructional behavior. The variables of sex of teacher, level of teaching (elementary or secondary), and years of teaching experience make no significant difference in improvement of classroom teaching performance gained through methods utilized in this project.

ED 034 621

24

RC 003 880

Changes in Attitudinal Characteristics of Migrant and Ex-Migrant Workers Involved in Adult Education. Final Report.

New Mexico Univ., Albuquerque. Coll. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-7-G-046

Pub Date Oct 69

Grant—OEG-7-8-000046-0018-(010)

Note—20p.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—*Acculturation, Adult Basic Education, *Adult Education, Adult Vocational Education, *Attitude Tests, Changing Attitudes, Middle Class Values, *Migrant Workers, Occupational Aspiration, *Program Evaluation, Research, Social Attitudes, Statistical Analysis, Work Attitudes

To ascertain and assess the changes in social and attitudinal characteristics among migrant and ex-migrant workers because of participation in adult education programs, a sample of 208 subjects were randomly selected from the Southwest. The selection was made from 3 program groups—adult basic, vocational, and pre-vocational education. Each subject was administered a pre- and post-test on the California Test of Personality, Muncy's Scale of Acculturation, Winslow's Scale of Alienation, the MSU Work Beliefs Checklist, and Haller's Occupational Aspiration Scale. The complete analysis produced several significant results both in change within each group and differences in change between groups. The study suggests that adult education projects should anticipate and try to enhance the observed attitudinal changes as measured by the California Test of Personality. Changes in attitudes as observed in this study should result in the student being more capable of functioning in the Anglo middle class culture and this should be one of the aims of any adult education program. (DK)

ED 034 622

24

RC 003 881

Bilingual Family School Project (Adair County, Oklahoma).

South Central Regional Education Lab. Corp., Little Rock, Ark.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-6-2100
Pub Date 69
Note—8p.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—*American Indians, *Bilingual Schools, Economically Disadvantaged, *Educational Objectives, Instructional Programs, *Kindergarten, Language Handicaps, *Parent Participation, Program Costs, Rural Population
Identifiers—Cherokees

A survey of educational needs by the South Central Region Educational Laboratory assigned high priority to provision of bilingual preschool experiences for Cherokee Indian children and to home-school-community involvement of their parents. Established in March 1968, the Bilingual Family School in Adair County, Oklahoma, developed criterion objectives for language arts, music, art, social studies, science, health, math, and self-concept. The instructional program, consisting of four and one-half hours of the school day, emphasized language development and individual exploration of educational materials. Parent activities included daily exposure to the children's program in addition to studying the Cherokee language, developing teaching aids, learning handicrafts, and receiving information on sanitation and nutrition. (JH)

ED 034 623 24 RC 003 882

Michener, Bryan P.

Validation of a Test to Measure Need-Achievement Motivation Among American Indian High School Students. Final Report.

National Inst. of Mental Health (DHEW), Bethesda, Md.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-H-007

Pub Date 15 Oct 69

Grant—OEG-8-08007-2004-(057)

Note—95p.

EDRS Price MF-\$0.50 HC-\$4.85

Descriptors—*Achievement Need, *American Indians, Aptitude, Caucasian Students, Comparative Analysis, *Cross Cultural Studies, *High School Students, Methodology, Perception Tests, Scoring, Spanish Americans, *Test Validity, Visual Measures

Identifiers—*Navajos

A cross-cultural test measuring need-achievement motivation was developed and administered to 634 American Indian, Spanish American and Anglo high school seniors attending 24 schools, including Federal, public and private boarding and day types. Need-achievement was related to the following types of measures: academic, aptitude, intelligence, and self-efficacy. A factor analysis of 104 test items yielded 3 factor dimensions. The first delineated a broad achievement, aspiration, teacher rating, and aptitude factor; a second yielded a more specific academic achievement and clustering of specific aptitudes; and a third factor is principally defined by a generally positive clustering of positive semantic differential measures. The validation of the test is judged as sufficient to warrant a follow-up study for the comparative purpose of establishing the most absolute validity possible, for both academic and nonacademic predictor variables. Part I of this document deals with the test product itself. Part II is devoted to the methodology and validation of the need-achievement test. (Author/JH)

ED 034 624 RC 003 883

Kaden, Bonnie, Ed.

An Introduction to the Alaska Department of Education and the Information on People, Government, History, Geography.

Alaska State Dept. of Education, Juneau.

Pub Date Apr 69

Note—34p.

EDRS Price MF-\$0.25 HC-\$1.80

Descriptors—Adult Education Programs, *American Indians, Correspondence Study, *Educational Programs, Eskimos, Higher Education, *History, Physical Divisions (Geographic), Regional Schools, *Rural Economics, *Rural Schools, State Departments of Education, State Government

Identifiers—*Alaska, Aleuts

The large number of requests for general information on Alaska has resulted in compilation of this booklet. The Alaskan public school system,

composed of district schools and state-operated schools, is discussed. Correspondence study, adult education programs, institutions of higher learning, teacher qualifications, and the role of the Bureau of Indian Affairs are briefly examined. Programs to meet Alaska's educational needs, especially the needs of rural school children, are related. A historical sketch of Alaska and information on its present economy and government are included. The geographic division of Alaska and the distribution of Eskimos, Indians, and Aleuts are described. Various facts and figures on Alaska conclude the document. (CM)

ED 034 625 RC 003 886

Indian Education: A National Tragedy—A National Challenge. 1969 Report of the Committee on Labor and Public Welfare, United States Senate, Made by Its Special Subcommittee on Indian Education.

Senate Committee on Labor and Public Welfare, Washington, D.C.

Report No.—R-91-501

Pub Date 69

Note—230p.

EDRS Price MF-\$1.00 HC-\$11.60

Descriptors—Administrative Problems, *American Indians, Case Studies (Education), Educational Background, *Educational Needs, *Educational Policy, *Federal Legislation, Federal Programs, *Investigations, School Conditions
Senate Resolution 165, 90th Congress, authorized an investigation into the education of Indian children. Subsequent resolutions extended the investigation, the results of which are synthesized in this report. Historical discussion of national policy toward the American Indian, the effects of Federal legislation, and the failures of Federal schools are presented. Public school findings included the lack of Indian participation or control; coursework which rarely recognized Indian history, culture, or language; and anti-Indian attitudes on the part of school administrators and teachers. Federal schools were found to be grossly underfinanced, deficient in academic performance, unsatisfactory in quality and effectiveness of instruction, seriously deficient in guidance and counseling programs, and characterized by a rigid and impersonal environment. Sixty recommendations were made in the areas of national policy and goals, administration of Indian education, the future of Federal schools, and the Federal role in relation to non-Federal schools. Statistical tables are presented in an appendix. (JH)

ED 034 626 RC 003 890

Sen, Lalit K.

Opinion Leadership in India, A Study of Interpersonal Communication in Eight Villages.

Michigan State Univ., East Lansing. Dept. of Communication; National Inst. of Community Development. Hyderabad (India).

Spons Agency—Agency for International Development, Washington, D.C.

Report No.—RR-22

Pub Date Mar 69

Note—68p.

EDRS Price MF-\$0.50 HC-\$3.50

Descriptors—*Communication (Thought Transfer), Diffusion, Group Norms, Indians, Individual Characteristics, Informal Leadership, Innovation, *Interpersonal Relationship, *Leadership, Leadership Qualities, Opinions, *Rural Areas, *Socioeconomic Influences, Structural Analysis
Identifiers—*India

A part of a larger study on "Diffusion of Innovations in Rural Societies" conducted in Brazil, Nigeria, and India during 1966-1968, this particular study is based on opinion leadership provided by 680 farmers in 8 Indian villages. In these villages, opinion leaders comprise the primary source of basic information and play a very significant role in the day-to-day life of the ordinary villager. Personal characteristics of opinion leaders and nonleaders are compared. Leaders were found to be more progressive and more in contact with the outside world. It was found that opinion leaders have a higher caste status and a higher level of living than nonleaders. In the 8 sample villages, formal leadership and opinion leadership were found to overlap. It was also found that opinion leadership in Indian villages is polymorphic. Leaders in more modern villages were found to be more innovative than leaders in more traditional villages. It is concluded that

communication flows vertically from leaders at the top of the village power hierarchy to the lower strata. The importance of opinion leaders as key communicators, particularly where the availability and use of mass media are limited, is revealed in this study. (SW)

ED 034 627 RC 003 892

Heijnen, Johannes Daniel

Development and Education in the Mwanza District (Tanzania), A Case Study of Migration and Peasant Farming.

Centre for the Study of Education in Changing Societies, Amsterdam (Netherlands).

Pub Date 20 Sep 68

Note—177p.

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—Academic Achievement, *Agriculture, Economic Disadvantage, Educational Objectives, *Educational Problems, Employment, Geography, Job Market, *Migration, Population Trends, *Primary Education, *Rural Economics, Vocational Education
Identifiers—*Africa, Tanzania

The objectives and functions of the primary school in Tanzania, Africa, are evaluated and analyzed in terms of the agricultural needs and employment of the residents. The document includes discussions on the people, the land, Mwanza Township (the area under study), migration (causes and consequences), influences of primary education on migration, productivity in peasant farming (cotton-growing methods), the Bukumbi credit union, and the Usagara block cultivation scheme. The last chapter presents conclusions on the observable effect of primary education on economic behavior. Maps, charts, and graphs are included in the body of the document. The appendices include statistical data collected and the tests used in the study. [Not available in hard copy due to marginal legibility of original document.] (DB)

ED 034 628 RC 003 893

Russell, Dwane

Cooperative Staff Development—A Possible Approach for Small Schools.

Pub Date [67]

Note—4p.

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—Administrative Problems, *Cooperative Planning, *Cooperative Programs, Inservice Programs, *Small Schools, *Staff Improvement, *Teacher Improvement
Identifiers—Texas

Because of the rapid increase of technological and general knowledge, the maintenance and development of teaching staffs has become a major problem, especially for the small school district. Cooperative programs uniting several school districts, such as the school study councils utilized in Texas, seem to present the most favorable solution. Advantages include: provisions for a comprehensive program, even distribution of resource allocations, and interaction of district staffs which may facilitate staff development and involvement. (DK)

ED 034 629 RC 003 894

A Study of One and Two Room Schools in Kentucky. The Little Red School House in Kentucky.

Kentucky State Dept. of Education, Frankfort. Div. of Pupil Personnel.

Pub Date Jun 69

Note—28p.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Consolidated Schools, *Educational History, Educational Improvement, *One Teacher Schools, Rural Areas, *Rural Schools, *Small Schools, Surveys

Identifiers—*Kentucky

This study presents historical data describing the building and consolidating of 1 and 2 room schools in Kentucky from 1914 to 1969. The report consists of 4 sections: (1) brief history, (2) pictures, (3) newspaper clippings, and (4) maps. [Not available in hard copy due to marginal legibility of original document.] (TJ)

ED 034 630 RC 003 898

Palacios, Arturo, Ed.

The Mexican-American Directory. 1969-70 Edition.

Executive Systems Corp., Washington, D.C.

Pub Date 69

Note—223p.
Available from—Executive Systems Corp., Suite 301, 1211 Connecticut Avenue, N. W., Washington, D. C. 20036 (\$10.00)

Document Not Available from EDRS.

Descriptors—*Background, *Community Leaders, *Directories, *Educational Background, *Mexican Americans, *Minority Groups, Personnel, Qualifications, Work Experience

The purpose of this directory is to list Mexican Americans who have distinguished themselves within their communities or at the state and national levels. Effort was made to find and include Mexican Americans not holding college degrees who have made contributions. Entries in the directory include the following information about each individual: name; occupation or profession; birthplace and date; high school and year of graduation; degree, major field of study, and name of college or university; military service; wife's name; employment history; memberships, awards, and honors; published works; and present address. (TL)

ED 034 631 24 RC 003 899

Smith, Julian W.

Outdoor Education: An Overview.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2469

Pub Date Dec 69

Contract—OEC-1-6-062469-1574

Note—8p.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—Conservation Education, *Curriculum Enrichment, *Educational Benefits, Environmental Education, History, *Outdoor Education, *Program Descriptions, *Recreation

A discussion of the nature and scope of outdoor education is offered in this monograph. Societal changes are cited which indicate a growing need for outdoor education. Historical and current developments in the field are presented. Educational benefits such as improving the quality of educational experiences are discussed, and areas related to outdoor education are covered. The document concludes by explaining ERIC's role in outdoor education. (SW)

ED 034 632 24 RC 003 900

Griessman, B. Eugene Densley, Kenneth G.

Review and Synthesis of Research on Vocational Education in Rural Areas.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools; Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2469; BR-7-0221

Pub Date Dec 69

Contract—OEC-1-6-062469-1574

Grant—OEG-3-7-070221-2048

Note—49p.

Available from—Manager, Duplicating Ser., New Mexico State Univ., Box 3-CB, Las Cruces, N. M. 88001 (\$1.75); Center for Vocational & Technical Ed., Ohio State Univ., 1900 Kenny Rd., Columbus, Ohio 43210 (\$1.75)

EDRS Price MF-\$0.25 HC-\$2.55

Descriptors—Curriculum Development, Demography, *Economic Factors, Educational Planning, *Educational Problems, Educational Research, Labor Market, Occupational Choice, *Research Reviews (Publications), *Rural Areas, Rural Education, Rural Schools, Social Factors, Student Needs, Vocational Counseling, *Vocational Education

The vocational needs of rural America are discussed in this 2-part research synthesis. Part I discusses the problem from a sociological point of view. The author of this section considers demographic and ecological factors, the economy of rural areas, educational patterns, racial and ethnic factors, and political and legal implications. Recommendations for research are included. Part 2 looks at the problem from an educator's point of view. Discussion of vocational education in America focuses on curriculum, facilities and equipment, counseling and student personnel services, and teacher education. A bibliography accompanies each part of the document. (DB)

ED 034 633

Navarro, E. G.

Annotated Bibliography of Materials on the Mexican-American.

Texas Univ., Austin. Graduate School of Social Work.

Pub Date Aug 69

Note—62p.

EDRS Price MF-\$0.50 HC-\$3.20

Descriptors—*Annotated Bibliographies, *Audiovisual Aids, Literature Reviews, *Mexican Americans, *Resource Materials, *Social Sciences

The primary purpose of the document is to locate, critically examine, and annotate available literature and films in the various fields of social science and related disciplines which reflect the Mexican American experience. One hundred and thirty-four citations from 1928-1969 are listed by author and include brief annotations. Each entry is coded to help identify social work areas in which the material might best be utilized. (CM)

ED 034 634

Nix, Harold L.

Opportunities for and Limitations of Social and Economic Adjustments in an Alabama Rural County.

Auburn Univ., Ala. Agricultural Experiment Station.

Report No—Bull-338

Pub Date Jan 62

Note—47p.

EDRS Price MF-\$0.25 HC-\$2.45

Descriptors—Adjustment Problems, Depressed Areas (Geographic), *Economic Disadvantage, Heads of Households, Housewives, Living Standards, Low Income Groups, Research, *Rural Environment, *Self Actualization, Self Concept, *Social Problems, Social Responsibility, Socioeconomic Influences

Identifiers—*Alabama, Fayette County

The plights of southern farmers and the self-perceptions of their problems are the main topics of this study. Using U. S. Department of Agriculture criteria for determining low income and low level of living for rural areas, Fayette County, Alabama, was selected for this pilot study. Some 171 rural farm and nonfarm households, randomly selected, comprise the source of data for the study. In the body of the document is a section on characteristics of sample families in the areas of (1) social and economic adjustments, (2) consequences of degree of social and economic adjustment, and (3) mechanisms of adjustment. A summary and conclusions on the foregoing factors are given. The appendices include statistical data and a list of 7 suggested guidelines for dealing with the problems that were uncovered. (DB)

ED 034 635

Dan and His Pets. Books One Through Five.

Shiprock Independent School District Number 22, N. Mex.

Pub Date 69

Note—227p.

EDRS Price MF-\$1.00 HC-\$11.45

Descriptors—*American Indians, *Cultural Context, *Elementary Grades, *English (Second Language), High Interest Low Vocabulary Books, Linguistics, Motivation, Reading Development, *Reading Materials, Second Language Learning, Social Environment

Identifiers—*Navajos

The social setting of the Navajo Reservation is depicted in this reading series for children whose preschool language is other than English, in the hope that familiar scenes will induce greater interest in the reading material. The narration is presented under each illustration and is repeated on the page following the illustration to focus the child's attention solely on the written word. Books I, II, and III—based on the experiences of a male character—concentrate on the first basic spelling pattern which characterizes the English language. After using the first books of the series, observers noted less interest among female students than male students; therefore, Books IV and V—concentrating on the second and third major English spelling patterns—emphasize the experiences of a female character. RC 003 905 is a teaching guide for this series. (JH)

ED 034 636

Dan and His Pets. Teacher's Manual.

Shiprock Independent School District Number 22, N. Mex.

Pub Date [68]

RC 003 902

Note—174p.

EDRS Price MF-\$0.75 HC-\$8.80

Descriptors—*American Indians, Cultural Context, *English (Second Language), Linguistics, Reading Development, *Reading Instruction, Resource Materials, *Teaching Guides, *Teaching Procedures

Identifiers—*Navajos

Teaching procedures for beginning reading instruction are presented in this teacher's guide which accompanies Books I, II, and III of a 5-part reading series for Navajo Indian children. A more complete teacher's guide is planned. Emphasis is on the first major English spelling pattern consisting of one-syllable words which contain one of the short-sounding vowels of the English alphabet, as well as the most commonly used consonants and consonant diagraphs. Material on non-sense syllables and on some irregular or "sight" words is included. RC 003 904 consists of the 5 reading texts. (JH)

ED 034 637

Cathey, Wallace

Joe and His Happy Family. Books One and Two. Shiprock Independent School District Number 22, N. Mex.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Pub Date 68

Note—58p.

EDRS Price MF-\$0.50 HC-\$3.00

Descriptors—*American Indians, *Cultural Context, *English (Second Language), High Interest Low Vocabulary Books, Motivation, *Primary Grades, Social Environment, *Supplementary Reading Materials, Vocabulary Development

Identifiers—*Navajos

A series of supplementary readers is being developed to increase reading interest and to build vocabulary among Navajo Indian children. Words used are taken from experiences in which the child is a daily participant. Illustrations in Book I depict the environment of the Navajo reservation, while Book II moves from the reservation to a community setting and introduces abstract words. Each book in the planned series will move the central character into the complexities of a more advanced society. Books III and IV, though not published at this time, will move further into the semantic and syntactic areas of reading. (JH)

ED 034 638

Cathey, Wallace And Others

Past and Contemporary Navajo Culture Go Hand in Hand. Curriculum Guide.

Shiprock Independent School District Number 22, N. Mex.

Pub Date [69]

Note—34p.

EDRS Price MF-\$0.25 HC-\$1.80

Descriptors—*American Indian Culture, Art Appreciation, Beliefs, Cultural Education, Cultural Enrichment, *Curriculum Guides, *Instructional Materials, *Learning Activities, Navaho, Secondary Grades, *Values

Identifiers—*Navajos

A course in past, present, and future Navajo culture has been developed for Navajo secondary school students. The philosophy of the course is that the Indian, regardless of his acculturation level, has the right to treasure the customs, arts, and beliefs of his ethnic group and that these cultural values should be presented in a sequential and systematic educational manner in the classroom. Objectives of the course include development of (1) an appreciation of Navajo history, cultural beliefs, and customs; (2) an understanding of the Navajo language and its structure; and (3) an appreciation for cultural art as a means of communication. A course outline is presented with suggested learning activities and instructional materials. A bibliography and a list of filmstrips with ordering information are included. (JH)

ED 034 639

Folkman, William S.

Attitudes and Values in a Rural Development Area: Van Buren County, Arkansas.

Arkansas Agricultural Experiment Station, Fayetteville.

Report No—Bull-650

Pub Date Jan 62

Note—26p.

RC 003 906

RC 003 907

RC 003 909

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Attitude Tests, Economically Disadvantaged, *Economic Factors, Farmers, Personal Values, *Rural Areas, Rural Development, Rural Economics, *Rural Farm Residents, *Social Values, Southern Attitudes
Identifiers—*Arkansas, Van Buren County

The general purposes of this study were (1) to identify the complex of attitudes and values held by rural people in a designated Rural Development Pilot County and (2) to relate these to certain measures of economic and social adjustment. A sample of 139 families were assessed by the Straus Rural Attitude Profile and by a structured interview technique which provided information on economic factors and social status. The results indicated that change for its own sake or for purely economic reasons would not seem to have a very high priority, that rural living had a high value but farming as an occupation was dimly viewed, and that off-farm occupational opportunities in the vicinity would be welcomed. The analysis of value orientation through a study of factors determining social status revealed a configuration basically the same as that of the rest of the country, but with considerably less emphasis on success or achievement in the usual sense of these terms. [Not available in hard copy due to marginal legibility of original document.] (DK)

ED 034 640 RC 003 911

Buck, Sylvester A.
The Rural Poor and E. P. D. A.
Pub Date 8 Dec 69

Note—9p.; Paper presented at the Annual American Vocational Association Meeting (63rd, Boston, Massachusetts, December 8, 1969)

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—American Indians, Anglo Americans, Cultural Pluralism, *Economically Disadvantaged, *Educationally Disadvantaged, Educational Needs, Mexican Americans, *Rural Education, Rural Youth, *Small Schools, *Vocational Education

Identifiers—*(EPDA) Educational Personnel Development Act, Southwest

Examples of rural poor people in the Southwest are cited to point out the disadvantages with which this group must cope. Educational disadvantages suffered by the rural student are indicated. Exemplary projects developed in problem areas identified by the Bureau of Educational Personnel Development are indicated as a means of bringing about needed changes in school programs to give them relevance even in a multi-cultural community. (SW)

ED 034 641 RC 003 913

Taylor, Marlowe M.

Rural People and Their Resources: North-Central New Mexico.

New Mexico State Univ., Las Cruces. Agricultural Experiment Station.

Spons Agency—Department of Agriculture, Washington, D.C. Agricultural Research Service.

Report No.—Bull-448

Pub Date Oct 60

Note—19p.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—Academic Achievement, Adjustment (to Environment), Demography, Employment Opportunities, *Family (Sociological Unit), Farmers, *Land Use, Low Income, *Occupational Surveys, *Rural Economics, Rural Population, Socioeconomic Background, *Spanish Americans, Tables (Data)

Identifiers—*New Mexico

The general objective of a study conducted in the 1950's was to describe the physical and human resources of the rural areas in north-central New Mexico. The specific objectives were (1) to inventory and classify the land, labor, and capital resources, (2) to determine levels and sources of incomes of these households, and (3) to appraise some of the opportunities for increasing income levels. Results of the study are based on personal interviews with members of 234 randomly selected rural households in Rio Arriba, Sandoval, Santa Fe, and Taos counties. Among the findings were that (1) the population had been relatively stable for the previous 15 to 20 years; (2) large families had been characteristic in north-central New Mexico; (3) age distributions of the sample households and of the United States population presented different patterns;

(4) a relationship existed between ages of household members and levels of formal education; (5) the employment records of a large percentage of the sample were not stable, with only a small proportion reporting employment in professional or semiprofessional jobs; and (6) a high proportion of incomes for the sample households was from sources other than employment. Various tables are included. (CM)

ED 034 642 RC 003 917

Garza, Ben And Others

[Chicano Bibliography. Education...the Last Hope of the Poor Chicano (Educacion...La Ultima Esperanza Del Pobre Chicano).]

Movimiento Estudiantil Chicano De Aztlan, Davis, Calif.

Spons Agency—California Univ., Davis. University Library.

Pub Date 69

Note—56p.

EDRS Price MF-\$0.25 HC-\$2.90

Descriptors—*American Indians, *Bibliographies, Braceros, Education, *History, *Mexican Americans, Migrant Child Education, Migrants, *Resource Materials

Identifiers—Aztecs, *Chicanos, Mayans, Mixtecos, Zapotecs

Developed to support Chicano studies and provide Chicano students with readings which would explore the Chicano heritage, this bibliography lists approximately 900 sources pertaining to Mexican history and prehistory. Included are materials relating to Chicano problems such as health and nutrition, employment and working conditions, education and civil rights. The bibliography, covering the years 1829 through 1969, was compiled by Chicano students of the Davis campus of the University of California. (CM)

ED 034 643 RC 003 920

Brady, William J. Thompson, Irving D.

The Devils Lake Planning Grant. Final Report.

Devils Lake School District, N. Dak.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Plans and Supplementary Centers.

Report No.—DPSC-66-2269

Pub Date Jun 66

Note—33p.

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors—American Indians, Community Resources, Curriculum Planning, Educational Programs, *Educational Quality, Employment, *Rural School Systems, Rural Youth, *Secondary School Students, *Surveys, Vocational Education, *Vocational Interests

Identifiers—Devils Lake, *North Dakota

Results of a planning grant received by the Devils Lake, North Dakota, school district under Title III of the Elementary and Secondary Education Act (ESEA) are presented. The project included an enrollment survey of the public and non-public schools in a 10-county area; a vocational survey of seniors, parents of seniors, juniors, and sophomores in local schools; a survey of employers and employees in Ramsey County; and an examination of education at the Fort Totten Indian reservation. Results of the various surveys are presented in tabular form, with brief discussions and recommendations for overcoming deficiencies in the educational program. (TL)

ED 034 644 RC 003 921

A Guide to Materials Relating to Persons of Mexican Heritage in the United States. The Mexican American, A New Focus on Opportunity.

Interagency Committee on Mexican American Affairs, Washington, D.C.

Pub Date Mar 69

Note—188p.

EDRS Price MF-\$0.75 HC-\$9.50

Descriptors—*Audiovisual Aids, *Bibliographies, *Literature Guides, *Mexican Americans, Periodicals, Publications, Radio, *Resource Materials, Television

A variety of resource materials relating to Mexican Americans is cited in this guide. Among the materials are books, reports and hearings, periodical literature, dissertations, bibliographies, and audiovisual materials. A state-by-state listing of periodical publications of interest to the Mexican American community is included. Also listed are U. S. producers of Spanish audiovisual materials and radio and television stations broadcasting in Spanish. The document was compiled

by the Inter-Agency Committee on Mexican American Affairs. (CM)

ED 034 645 RC 003 922

Kroepach, Robert H., Comp. Thompson, Ian M., Comp.

Urban and Minority Centered Programs in Western Colleges and Universities, 1969-70.

Western Interstate Commission for Higher Education, Boulder, Colo.

Pub Date Nov 69

Note—74p.

EDRS Price MF-\$0.50 HC-\$3.80

Descriptors—American Indians, College Preparation, *College Programs, *Culturally Disadvantaged, Curriculum Enrichment, Disadvantaged Groups, Educational Programs, *Ethnic Studies, Intercultural Programs, Mexican Americans, Migrant Education, *Minority Groups, Special Programs, Student Loan Programs, Surveys, *Urban Education

Identifiers—*Western States

Based on a survey of more than 160 colleges and universities in 13 western states, this report examines the programs which have been developed by institutions of higher learning to meet the various needs of minority groups and urban centers. Its purpose is (1) to make available to college and university administrators and faculties a broad general description of the types of programs which currently exist and (2) to list the locations of these programs. Representative programs are described in the document. In addition, tables listing all of the types of programs at all responding institutions are presented. A list of the responding institutions and the questionnaire used in the survey are also included. (TL)

ED 034 646 RC 003 923

Bishop, C. E.

Geographic and Occupational Mobility of Rural Manpower. Documentation in Agriculture and Food, 75.

Organisation for Economic Cooperation and Development, Paris (France). Manpower Div.

Report No.—OECD-75

Pub Date Nov 65

Note—85p.

Available from—O. E. C. D. Publications, 2, rue Andre-Pascal, Paris-16e, France (\$1.50)

EDRS Price MF-\$0.50 HC-\$4.35

Descriptors—Agricultural Laborers, *Comparative Statistics, *Geographic Distribution, International Organizations, Labor Turnover, Manpower Needs, Motivation, *Occupational Mobility, *Rural Areas, *Rural Development, Rural Economics

Identifiers—*European Countries

Comparative statistics and the interaction of a group of experts provide the base for this study of occupational and geographic mobility of agricultural manpower. The countries studied were Austria, Denmark, France, Germany, Greece, Italy, Netherlands, Norway, Sweden, the United Kingdom, and the United States. Emphasis was placed upon the transfer of labor from agricultural to nonagricultural employment. The study sought to determine the rate at which manpower is being transferred, the types of adjustments in agriculture which are associated with the transfer, the major motivations for the transfer, impediments to mobility, and the types of policies which would improve mobility. Policies were recommended to increase the labor potential of agriculture. A related document is RC 003 916. (DK)

ED 034 647 32 RC 003 925

Kahl, William C.

State Evaluation Report for Migrant Programs, Title I, E. S. E. A. - Wisconsin, 1968.

Wisconsin State Dept. of Public Instruction, Madison.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Pub Date 68

Note—41p.

EDRS Price MF-\$0.25 HC-\$2.15

Descriptors—*Action Programs (Community), Community Migrant Projects, Cooperative Programs, Educational Innovation, Mexican Americans, Migrant Adult Education, *Migrants, *Program Descriptions, *Program Evaluation, *State Programs

Identifiers—*Wisconsin

Brief descriptions of 7 programs specifically designed to alleviate programs were considered exemplary innovative activities, as defined by the U. S. Office of Education in the migrant evaluation format, and had not been previously tried within the State of Wisconsin. General program effectiveness (statewide) is described, including cooperative interrelationships, coordination, and community involvement, relative to the program's stated objectives. The appendix contains news releases pertaining to the various programs evaluated. (DK)

ED 034 648

RC 003 927

Mand, Charles L.
Outdoor Education.

Pub Date 67
Note—190p.

Available from—J. Lowell Pratt and Company, Inc., 15 E. 48 Street, New York, N. Y. 10017

Document Not Available from EDRS.

Descriptors—Camping, Creative Art, Educational Trends, *Elementary Grades, *Environmental Education, Language Arts, *Learning Activities, Natural Resources, *Outdoor Education, Physical Education, Program Administration, *Program Development, Science Education, Social Studies

The place of the out-of-doors as a laboratory for teaching children is examined in this book intended for elementary school teachers and other professional workers in social agencies. Outdoor activities conducted in school yards, community parks, and school campsites are described. The relationship of outdoor activities with respect to academic potential and social and emotional development is explored. The changing relationship between man and the land is traced. A brief historical description of the development of outdoor education is included. Outdoor projects related to science, social studies, language arts, physical education, and fine arts are analyzed. The development use, and administration of outdoor laboratories and school camps are also traced. A discussion of the trends and issues in outdoor education concludes the book. (SW)

ED 034 649

RC 003 929

Bathurst, Effie G. Franse, Jane
Modern Ways in One- and Two-Teacher Schools.

Office of Education (DHEW), Washington, D.C.
Report No.—Bull-1951-18; OE-36002

Pub Date 60

Note—27p.

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors—Curriculum Planning, Flexible Schedules, One Teacher Schools, *Rural Areas, School Organization, *School Planning, *Small Schools, *Teacher Behavior

Suggested methods for improving school organization, curriculum development, and educational planning are provided relative to the problems and constraints of rural one- and two-teacher schools. Particularly emphasized are procedures for scheduling and organizing classroom activities, developing curricula to meet the needs of rural students, and teacher-administrator planning. (DK)

ED 034 650

RE 002 296

Artley, A. Sterl

Phonics.

Pub Date Aug 65

Note—12p.; Paper presented at the Reading Workshop, Adams State College, Alamosa, Colo., Aug. 9-14, 1965

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—Graphemes, Phonemes, *Phonetics, *Phonics, Reading, Spelling, *Word Recognition, *Word Study Skills

Phonics is the application of the science of speech sounds to reading and spelling, and it is concerned with the sounds of the spoken language (phonemes) and their graphic forms (graphemes). In the English language there is not a 1-to-1 grapheme-phoneme relationship; 43 basic speech sounds are recorded by using 26 letters. Other irregularities result from the fact that there are approximately 250 ways of indicating (spelling) the 43 phonemes. Also, there are articulation and functional differences between vowels and consonants which further complicate the language. Descriptions and illustrations of the 43 phonemes are provided, and examples of words and sentences rewritten phonetically are included. (WB)

ED 034 651

RE 002 298

Eisenberg, Leon

Reading Retardation: I. Psychiatric and Sociologic Aspects.

Pub Date Feb 66

Note—23p.

Journal Cit—Pediatrics; v37 n2 Feb 1966

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—Cognitive Development, Curriculum Development, *Disadvantaged Schools, Health Programs, *Illiteracy, Intelligence, Low Motivation, Physical Health, *Psychological Needs, *Reading Failure, Sensory Deprivation, Teaching Quality, Urban Schools

Noting the need for action to alleviate the illiteracy which handicaps half of the world's population and 11 percent of America's, it was emphasized (1) that the problem is particularly intense in urban schools where failure rates and nonreaders run from two-thirds to 50 times higher than in other schools; (2) that the percentage of retarded readers among Negroes is twice that of the national average; and (3) that retarded readers are twice as prevalent among boys as among girls. Defects in teaching were related to attendance problems, the inequality of schools, poor methods, and large classes as well as to poor teaching. It was noted that environmental factors often deprive children from exposure to cognitive stimulations such as complex speech patterns and vocabulary and from motivating encouragement and rewards in the school, the home, and the community. Psychophysiological factors listed as detrimental included poor health, sensory defects, intellectual defects, brain injuries, and special reading disabilities. It was concluded that pediatricians can show their concern by promoting maternal and child health programs, health and education programs for the preschool child, and revised school curricula and classroom conditions. Tables and a bibliography are included. (BT)

ED 034 652

RE 002 301

Evaluative Instruments Used in the Clinical Program of the Learning Center, 1968-69.

Pub Date [68]

Note—59p.

EDRS Price MF-\$0.50 HC-\$3.05

Descriptors—Auditory Evaluation, Case Records, *Diagnostic Tests, Evaluation, Informal Reading Inventory, *Measurement Instruments, *Reading Diagnosis, Reading Tests, *Remedial Reading Clinics, *Supplementary Educational Centers, Vision Tests

Evaluative instruments used in the clinical program of an ESEA/Title III supplementary education center in New York state are included under four headings: (1) Applications for Diagnostic and Tutorial Services (Elementary School Application, Secondary School Application, Information Sheet for Completion by Parent or Guardian); (2) Report Forms to the Cooperating School Districts (Diagnostic Report, Progress Report); (3) Instruments for the Evaluation of Reading and Related Skills (Sample Graded Word List, Word Identification Survey, Word Analysis Record, Informal Spelling Inventory, Alphabet Recognition Survey, Informal Reading Inventory); and (4) Miscellaneous Evaluative Instruments (Evaluations of Lateral Preference, Auditory Performance, and Visual Performance and an Interest Inventory). All instruments were developed by the learning center personnel. In section 3, instructions for administration of these instruments, record forms, and both examiner and pupil copies are included. The selections used in the Informal Reading Inventory are taken from "The New Basic Readers" of the Scott, Foresman and Company series, preprimer through grade-level 5. The three comprehension questions following each selection ask for a retelling of the paragraph, for recall of factual information, and for inference of what would follow in the story. (CM)

ED 034 653

RE 002 302

Grant, Eugene B.

Elements in an Adequate High School Reading Improvement Program.

Pub Date May 69

Note—10p.; Paper presented to the International Reading Association conference, Kansas City, Mo., April 30-May 3, 1969

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—*Content Reading, Corrective Reading, Developmental Reading, Inservice

Teacher Education, Program Evaluation, Reading Centers, Reading Consultants, *Reading Programs, Remedial Reading Programs, *Secondary School Teachers

The respective roles of remedial, corrective, and developmental reading relative to the high school reading program are delineated. The following reasons for reluctance in introducing secondary reading programs are noted: (1) the shortage of trained people to organize the program, (2) the lack of adequate financing, (3) a limited view of the make-up of the reading process, and (4) the reluctance of the secondary teacher to accept the responsibility of developing reading skills within a content area. A checklist is provided for evaluating a secondary reading program, and a guide for planning such a program suggests involving interested staff members through the leadership of a person especially trained in reading. It also emphasizes the idea that if the necessary specific reading skills are to be taught, they must be taught by teachers who teach in the content fields. The reading specialist serves the important function of assisting in the inservice training of the content teachers, but the correction of reading problems requires a cooperative effort. (WB)

ED 034 654

RE 002 304

Harris, Albert J.

The Effective Teacher of Reading.

City Univ. of New York, N.Y. Div. of Teacher Education.

Report No.—RR-69-4

Pub Date 1 May 69

Note—14p.; Presented at the International Reading Association conference, Kansas City, Mo., Apr. 30-May 3, 1969

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—Literature Reviews, Microteaching, Programmed Tutoring, Reading Achievement, *Reading Programs, Student Evaluation, *Teacher Behavior, *Teacher Characteristics, *Teacher Education, Teacher Evaluation, Teacher Motivation, Teacher Qualifications, Teacher Supervision

The improvement of teaching characteristics and teacher behavior are important issues when discussing reading programs. Therefore, the following six major questions and conclusions about the effective reading teacher comprise the emphasis of this discussion. (1) What criteria can be used to measure teacher effectiveness? The main criterion used is pupil gain on standardized tests. (2) Can observers really distinguish degrees of teaching competence in reading instruction? Supervisors' evaluations of teaching effectiveness do not correlate well enough with pupil gain to be substituted for objective measurement. (3) What forms of motivation or class management produce superior results? The relationship between a teacher's motivational style and pupil learning is not distinct, as criticism and praise by teachers draw varying results. (4) What forms of cognitive teacher behavior are related to good achievement? Preliminary findings favor frequent verbal interchanges between teacher and pupil and the balanced use of several types of questions. (5) How can the beginning teacher be helped to develop teaching skills? There are such promising new developments in preservice teacher training as microteaching and programed tutoring. (6) How can the experienced teacher keep his interest and enthusiasm high? Superior leadership which involves teachers in planning and encourages them to try out ideas is important. References are included. (NH)

ED 034 655

RE 002 305

Kling, Martin

Some Relationships Between Auditory and Visual Discriminations.

Pub Date Sep 68

Note—14p.

Journal Cit—California Journal of Educational Research; v19 n4 p170-182 Sep 1968

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—*Auditory Discrimination, Aural Stimuli, College Students, Correlation, Individual Differences, Reading Research, Response Mode, *Sensory Integration, *Visual Discrimination, Visual Stimuli

An audiovisual sensory test on 66 educational psychology students supported the contention expressed in Holmes' "Substrata Factor of Reading" that the individual differences in the sensory modes are not necessarily highly corre-

lated. It further suggested that there exists an "intensity facilitation," but that facilitation is probably not at the level of elementary perception but on the somewhat higher levels of cerebral association. Students were assigned to two groups alphabetically; those in group 1 were asked to distinguish between tone pairs and then between pairs of visual wave patterns. Group-2 students were tested first for visual and then for auditory discrimination. Statistically insignificant correlations were found between age and ability to discriminate both sound and visual pairs. No sex differences were found in either test. Although group 1 second higher than group 2, the auditory test was much easier for both groups than was the visual test. An analysis was made of the auditory and visual scores of the upper and lower 27 percent of students in order to determine whether greater sensitivity in one sense modality necessarily facilitates, inhibits, or is compensated for in the other mode. All the correlations were low and not statistically significant. It did not seem that extreme visual and auditory discrimination abilities measured by the tests were correlated. Tables and references are included. (BT)

ED 034 656 RE 002 309

Miller, Wilma H.

A Reading Program for Disadvantaged Children.

Pub Date 69

Note—6p.

Journal Cit—Illinois Schools Journal; v49 n2 p111-16 Summer 1969

Document Not Available from EDRS.

Descriptors—Beginning Reading, *Cultural Disadvantage, Individualized Instruction, Language Experience Approach, Learning Processes, Primary Grades, *Reading Materials, *Reading Processes, *Reading Programs, Self Concept, Teacher Attitudes, Teaching Techniques

Culturally disadvantaged children are characterized as having neither the proper amount of physical stimuli nor the opportunity to engage in many first-hand and vicarious experiences. Emphasis is placed on the ideas that a teacher's attitude is of utmost importance to a disadvantaged child's success in school and that teaching strategies should be chosen to provide the child with opportunities to participate actively in an effective learning process. Three general reading programs used for culturally disadvantaged children in the primary grades are described. One is a form of the basal reader method where the specially prepared materials provide reading matter said to utilize the experiences and the language patterns of urban disadvantaged children. Another, the language-experience approach, uses child-dictated or child-written experience charts or stories as the major materials for reading instruction. The third approach uses self-directive dramatization and individualized instruction. The author recommends a combination of all three, with the language-experience approach used as the introduction to reading. (NH)

ED 034 657 RE 002 313

Smith, Nila Banton

The Many Faces of Reading Comprehension.

Pub Date 2 May 69

Note—19p.; Paper presented at the International Reading Association conference, Kansas City, Mo., April 30-May 3, 1969

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—Cognitive Processes, Content Reading, Creative Reading, Critical Reading, Interpretive Reading, *Reading Comprehension, Reading Processes, *Reading Skills, *Skill Development

The acquisition of thinking skills is being stressed today by educators in all fields. There are, however, no clear and concise concepts of the different faces of comprehension which deal with higher mental processes. If the thinking skills are to be implemented, certain objectives must first be met: more research must be conducted in regard to the development of the thinking skills in connection with reading content; techniques in stimulating depth reading must be improved; and there must be an understanding of why studies show that children are not doing well in grasping meanings in reading. Comprehension has taken on many indistinct and overlapping meanings since it first became a facet of reading about 50 years ago; therefore, the author suggests that

comprehension be divided into four distinct categories of thinking skills: (1) literal comprehension, the skill of getting the primary, literal meaning; (2) interpretation, the probing for greater depths of meaning; (3) critical reading, the evaluating and passing of personal judgment; and (4) creative reading which starts with an inquiry and goes beyond implications derived from the text. References are included. (NH)

ED 034 658 RE 002 318

The Effects of Grouping Disadvantaged Children for Reading Instructions in Grade 1.

Newport News Public Schools, Va.

Pub Date [69]

Note—10p.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—*Beginning Reading, *Disadvantaged Groups, Grade 1, Grade 2, *Grouping (Instructional Purposes), Reading Improvement, *Reading Instruction, Reading Readiness, *Reading Research

Reading achievement of disadvantaged pupils who were grouped for special instruction under the same teacher in grades 1 and 2 was compared to the reading achievement of disadvantaged pupils who were instructed according to regular classroom procedures in grades 1 and 2. Pupils in the experimental group (55) were matched with pupils in the control group (54) on readiness scores from the Metropolitan Reading Readiness Test, Form A, and on mental ability scores from the Pintner-Cunningham Primary Test, Form A, both administered during the first 2 weeks of school. The Stanford Achievement Test, Primary I, was administered at the end of first grade, and the Stanford Achievement Test, Primary II, Form Y, was given at the end of second grade. There were no significant differences between the control and the experimental groups on the two variables at the beginning of grade 1. Mean achievement test scores for pupils in the experimental group were significantly higher than those for the control group both in grades 1 and 2. A significantly higher percentage of pupils in the experimental group than in the control group were reading in grade level in grades 1 and 2. The findings suggested that grouping disadvantaged pupils for instructional purposes significantly improved their chances for progress in the first two grades. (WB)

ED 034 659 RE 002 319

Blank, Marion Bridger, Wagner H.

Deficiencies in Verbal Labeling in Retarded Readers.

Pub Date Oct 66

Note—8p.

Journal Cit—American Journal of

Orthopsychiatry; v36 n5 p840-47 Oct 1966

Document Not Available from EDRS.

Descriptors—Aural Stimuli, Cognitive Processes, Elementary Grades, *Learning Processes, *Reading Research, *Response Mode, *Retarded Readers, *Verbal Ability, Visual Stimuli

An experiment was conducted on 13 normal and 13 retarded readers, matched for age, IQ, and vocabulary. Recent findings suggested that reading retardates had difficulty in the cross-modal transfer of information from the auditory to the visual modality (e.g., converting auditory taps into visual dot patterns). Prior research by the present authors indicated that symbolic mediation was a necessary condition for children to solve problems involving temporally presented stimuli regardless of the modality. It was therefore hypothesized and found that the difficulty the retarded readers experienced was not simply in cross-modal transfer but rather in applying relevant verbal labels to the stimuli even within the same modality. It was concluded that in any test for basic sensory defects in retarded readers, there must be a control for the role of higher cognitive processes. Tables and references are included. (Author/CM)

ED 034 660 RE 002 320

Lloyd, Dee Norman

Reading Achievement and Its Relationship to Academic Performance. Part I: Reading Deficiency in Elementary School and Relationships to Secondary School Performance.

National Inst. of Health, Bethesda, Md.

Report No.—LP-27

Pub Date Mar 69

Note—85p.

EDRS Price MF-\$0.50 HC-\$4.35

Descriptors—*Academic Achievement, Average Students, Dropout Characteristics, Dropout Rate, Grade 6, Overachievers, Personal Adjustment, *Reading Achievement, *Reading Difficulty, *Reading Research, *Secondary Grades, Underachievers

The distribution of measured reading achievement in a population of 3,651 sixth-grade students and the relationship of reading deficiency to later achievement and behavior in secondary schools were reported. Reading deficiency was defined as a discrepancy between the level of reading ability expected on the basis of a subject's total mental ability as measured by the California Test of Mental Maturity and the level of actual performance as indicated by the California Achievement Test total reading score. Both tests were administered in the sixth grade during the 1954-55 school year. The discrepancy score was used to define three groups of students: underachievers; average achievers; and overachievers. These groups were compared on concurrent measures of performance, later academic performance, and later behavior and outcome. Underachievers in reading, as a group, were found significantly lower in performance than average or overachievers in other scholastic areas in the sixth grade, and over the subsequent secondary school grades these results were consistent on ratings of performance reflected in grade point averages and on objective test measures. No significant later behavioral differences were noted across groups. Underachievers had the highest attrition rate. Tables, graphs, and references are included. (Author/WB)

ED 034 661 RE 002 321

Seay, Susanna

Handbook for Special Reading Program.

Pub Date [69]

Note—40p.

EDRS Price MF-\$0.25 HC-\$2.10

Descriptors—County School Systems, Educational Diagnosis, *Elementary Grades, Junior High Schools, Reading Difficulty, *Remedial Instruction, Remedial Reading, *Remedial Reading Programs, *Rural School Systems

A remedial program was planned for reading-disabled third- through eighth-grade children of average or above-average general ability in Marion County, Florida, an area which has a predominately rural, low income population. This handbook describes program goals, staff responsibilities, scheduling, grouping, screening, diagnosis, instruction, materials, and facilities. Appended are the following documents: referral form, home information report, sentence completion form, interest inventory, experience inventory, directionality exercises, dominance tests, and a student reading profile. (CM)

ED 034 662 RE 002 323

Vernon, Evelyn I.

Words Make for Success.

Pub Date 2 May 69

Note—9p.; Paper presented at the International Reading Association conference, Kansas City, Mo., April 30-May 3, 1969

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—Etymology, *Language Role, Mass Media, *Vocabulary, *Vocabulary Development, Vocabulary Skills

Because of the increasing demands that today's society places on language, there is an increasing need for vocabulary building. The opening of new fields, industries, and media and the vocabularies of specialized fields have all contributed to making increased word knowledge a necessity. New words have been coined to describe developments in new industries such as space exploration and computer science, and new concepts have required new words. Therefore, today's students must have large vocabularies. Instructors can make the acquisition of a large vocabulary challenging for the student by developing interest in the origin and development of words. Although Marshall McLuhan has prophesied a universe dominated by media without content, the author contends that one still needs a well developed vocabulary to succeed in today's society. (WB)

ED 034 663 24 RE 002 325

Levin, Harry And Others

The Analysis of Reading Skill: A Program of Basic and Applied Research. Final Report.

Cornell Univ., Ithaca, N.Y.

Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.
Bureau No.—BR-5-1213
Pub Date Dec 68
Contract—OEC-6-10-156
Note—390p.

EDRS Price MF-\$1.50 HC-\$19.60

Descriptors—Audiolingual Skills, Auditory Discrimination, Beginning Reading, Eye Voice Span, *Investigations, Linguistic Theory, *Oral Reading, Reading Diagnosis, *Reading Processes, *Reading Research, *Reading Skills, Spelling, Structural Grammar, Theories, Visual Discrimination

With the contention that increased concern over the status of reading requires that the experimental testing of reading hypotheses be conducted with the most modern methods of behavioral science and be based on a theoretical analysis of the reading process, both psychological and linguistic, this final report from a group of investigators pursues various ideas with individual reports. Three are on aspects of visual and/or auditory relationships to reading, and five deal with specific investigations of graphic discrimination. A majority of the papers are grouped under "Studies of Oral Reading." Seven of them cover a broad scope of the relation of spelling to reading ability—three of these dealing with homographs; eye-voice span is considered in six-four of these relating eye-voice span to syntax. Three articles deal with beginning reading in terms of grammatical context, visual perception, and scribbling and drawing. The abstracts to five related theses written by research assistants working on the project are included. Each paper includes its own references. Most of them include abstracts and tables. (BT)

ED 034 664

RE 002 329

Baratz, Joan C.

Beginning Readers for Speakers of Divergent Dialects.

Pub Date May 69

Note—9p.; Paper presented at the International Reading Association conference, Kansas City, Mo., Apr. 30-May 3, 1969

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—*Beginning Reading, Child Language, Culturally Disadvantaged, *Disadvantaged Youth, *Language Patterns, Linguistic Patterns, *Nonstandard Dialects, Reading Difficulty, *Reading Materials, Social Dialects, Syntax

Linguistic interference as a key factor in the acquisition of reading skills by inner-city black children is explored. Examples of syntactic and phonetic structures in the black dialect which are different from standard English and the role these differences play in beginning reading are given. The use of dialect-based texts allows the child to learn to read with familiar language patterns; therefore, it is recommended that dialect-based texts rather than experience charts be used as the first readers for Negro nonstandard English speakers. Through use of these texts, vocabulary can be controlled, and it will not be necessary to rely upon the teacher's knowledge of the dialect. Transition texts that move from nonstandard to standard English may also be provided. (CM)

ED 034 665

RE 002 330

Allen, James E., Jr.

The Right to Read—Challenge for Local Leadership.

Pub Date 3 Oct 69

Note—11p.; Speech delivered to the Annual Civic Dinner of the Citizens Schools Committee of Chicago, Ill., October 3, 1969

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—Community Action, *Community Role, *Educational Quality, Federal Aid, *Government Role, *Reading Ability, Reading Failure, *Reading Instruction, Reading Interests, Teaching Quality

In a country beset with confrontation and division—some of it over the quality of education—educators should consider as a basic need, the right of every student to read. With taxpayers concerned about the cost of education, educators need to make certain that present allotments go to priority needs, which surely include alleviating the tragic but challenging degree of reading difficulty manifest by an estimated 10 million American children. While aiming at the life style of the student—particularly the student in the ghetto—in terms of reading interests, educators should be

less defensive, vague, and secretive about their program results. While applying the eclectically balanced approach required in each teaching situation, they should strive for more results; they should be goal conscious. To succeed, the Right to Read impetus must become a grass-roots effort. The U.S. Office of Education in the Department of Health, Education and Welfare and also state education departments are preparing steps that will support such a movement. Steps for local citizens to take in improving reading in the schools and in developing a grass-roots concern for the Right to Read are detailed. (BT)

ED 034 666

RE 002 332

Brickner, Ann And Others

Evaluation of Listen Look Learn Cycles R-40 in Corrective and Remedial Installations, 1967-68. Research and Information Bulletin No. 14.

Educational Developmental Labs., Inc., Huntington, N.Y.

Pub Date Mar 69

Note—50p.

EDRS Price MF-\$0.25 HC-\$2.60

Descriptors—*Corrective Reading, Educationally Disadvantaged, Experimental Teaching, Inner City, *Listening, Middle Class, *Multisensory Learning, Primary Grades, *Reading Instruction, Reading Tests, *Remedial Reading, Rural Areas, Sex Differences

A total of 298 children defined as corrective and remedial were in Listen Look Learn (LLL) classes during 1967-68. Available as controls were 104 children of a similar type, according to the cooperating school administrators; the latter were in classes which used basal materials. The largest group of children, and the group for which reasonably appropriate controls were available, were first- and second-grade children who took the reading subtests of the Stanford Achievement Test (SAT), Primary I, and the Cooperative Primary Tests, Listening. For this sample, treatment effect (LLL or basal group) was significant favoring LLL children for three of the four subtests of the SAT. Reading ability, defined as above or below the sample median, showed a significant difference on all four subtests and favored those children above the median level. There was a significant difference due to sex and favoring girls for three of the four subtests. Tables and graphs are included. (Author/BT)

ED 034 667

RE 002 335

Davis, Nancy B.

An Individualized Reading Program.

Self Instructional Reading Service, Bloomington, Ind.

Pub Date 68

Note—11p.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—*Autoinstructional Aids, *College Programs, *Individualized Instruction, *Individualized Reading, Noncredit Courses, *Reading Centers, Skill Centers, Study Skills, Tape Recordings

The operating procedures of a university reading and study skills center for completely individualized reading instruction are described. The program is offered as a student service (no fee) on a voluntary, noncredit basis. A prepared set of instructional tapes is used whereby students can largely serve themselves, proceeding at their own rates, and professional staff time is devoted primarily to evaluation and conferencing. The sequence of steps described is as follows: Student appointment for conference, conference between student and staff member, reading test to determine needs, assignment, lab work, comments written on log sheet by student, log-sheet folder review by counselor, and termination of program when goals are reached. A recycling effect occurs, if necessary, with additional conferences and new assignments made until the goal is reached. Application of this procedure within the class organization is described. A sample registration card and a log sheet are included. This document is part of the "Techniques of Study" teacher's manual of the Self Instructional Reading Service. (CM)

ED 034 668

RE 002 337

Green, Margaret Baker

Improving the Meaning Vocabulary of Inner-City Children.

Pub Date 1 May 69

Note—20p.; Paper presented at the International Reading Association conference, Kansas City, Mo., Apr. 30-May 3, 1969

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—Cultural Disadvantage, *Disadvantaged Youth, *Language Handicaps, *Language Skills, Negro Dialects, Parent Role, School Role, *Verbal Development, *Vocabulary Development, Word Recognition

Strengthening and changing the curriculum to meet the needs of the inner-city child must be done by recognizing both the cultural aspects of the child's environment and the actual problems that he faces rather than by imposing traditional middle-class values, activities, and language. Steps suggested to both the teacher and the parent for improving the meaning vocabulary of inner-city children are (1) talk to the child, (2) listen to the child, (3) read to the child, (4) teach sequentially specific word recognition skills, (5) take the child on trips, (6) build a reading atmosphere for the child, (7) encourage the child to join the public library, (8) buy and make word games and puzzles for the child, (9) praise the child, and (10) give the child responsibilities which he is capable of taking. A sequence of specific word recognition skills and grade levels, an Afro-American vocabulary list, and references are included. (CM)

ED 034 669

RE 002 338

Kasdon, Lawrence M.

Causes of Reading Difficulties—Facts and Fiction.

Pub Date 29 Apr 69

Note—14p.; Paper presented at the International Reading Association conference, Kansas City, Mo., Apr. 30-May 3, 1969

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—*Dyslexia, Interdisciplinary Approach, Learning Difficulties, Learning Disabilities, Parent Attitudes, *Reading Difficulty, Reading Failure, *Reading Processes, *Reading Research

The disagreement on terminology used to describe reading difficulties and to classify reading underachievers is illustrated. Some of the research findings on physical, intellectual, emotional, and educational factors which cause reading difficulty are described, with emphasis on replying to questions asked by parents and on clarifying some misconceptions held by lay persons and educators. It is emphasized that the causes of reading failure rarely occur in isolation, and therefore the study of the interaction effect of several factors becomes essential. The typical ex post facto studies of learners from 9 to 20 years of age work from effect to find causes. It is suggested that longitudinal studies, particularly when conducted by an interdisciplinary team, would be much more useful in providing accurate information about causes of reading failure. A bibliography is included. (CM)

ED 034 670

RE 002 340

Desberg, Peter Berdiansky, Betty

Word Attack Skills: Review of Literature.

Southwest Regional Educational Lab., Inglewood, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—TR3

Bureau No.—BR-6-2865

Pub Date 1 Jun 68

Contract—OEC-4-7-062865-3073

Note—110p.

EDRS Price MF-\$0.50 HC-\$5.60

Descriptors—Basic Reading, *Elementary Grades, Linguistics, Phonetic Analysis, Reading Instruction, Reading Processes, *Reading Research, *Reading Skills, *Research Reviews (Publications), Statistical Studies, Structural Analysis, *Word Recognition

The first half of this review of the recent literature on word attack skills describes 11 major reading systems currently in use and evaluates and compares them. The second half reviews reports of current word attack research under the headings of traditional phonic generalization research, current linguistic formulations, unit size, Gibson: Cornell group, learning grapheme-phoneme correspondence rules, and Stanford project. An abundance of non-experimental, prescriptive articles is noted, while empirical investigations are limited and tend to cluster in a few areas, most notably those of word and letter discrimination. An extensive bibliography, divided into nine sections, is included. (CM)

ED 034 671 24 RE 002 341

Desberg, Peter Cronnell, Bruce
An Instructional Sequence for Spelling-to-Sound
Correspondences for the One- and Two-Syllable
Words in Vocabulary of 6-9 Year-Olds.
Southwest Regional Educational Lab., Inglewood,
Calif.

Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.

Report No.—TR16

Bureau No.—BR-6-2865

Pub Date 3 Jul 69

Contract—OEC-4-7-062865-3073

Note—99p.

EDRS Price MF-\$0.50 HC-\$5.05

Descriptors—Instructional Materials, *Material
Development, Reading Materials, *Sequential
Learning, Sight Vocabulary, *Spelling Instruction,
*Vocabulary Development, Word
Frequency, *Word Study Skills

This report is concerned with the formulation
of a sequence for the spelling-to-sound cor-
respondence rules that cover the 1- and 2-syllable
words in the speech comprehension vocabularies of
6- and 9-year-olds. One major function of the
rule sequence is to serve as a basis for developing
reading instruction materials for the sequence
and content of phonics instruction, the selection
of vocabulary consonant with the rule sequence,
and the designation of a sight-word vocabulary. A
second broad function is to generate materials for
empirical studies on the acquisition of word at-
tack skills. The sequence, including organiza-
tional guidelines and rationale for sequencing
decisions, and the background and supporting
data used to construct the sequence are
presented in the report. A bibliography is in-
cluded. (WB)

ED 034 672 RE 002 342

Harris, Albert J.
Research on Some Aspects of Comprehension:
Rate, Flexibility, and Study Skills.

City Univ. of New York, N.Y. Div. of Teacher
Education.

Report No.—RR-68-10

Pub Date 2 Aug 68

Note—9p.; Prepared for the International Reading
Association Second World Congress on
Reading, Copenhagen, Denmark, Aug. 2, 1968

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—Content Reading, Factual Reading,
*Reading Comprehension, Reading Habits,
Reading Materials, *Reading Research, *Reading
Skills, *Reading Speed, Study Skills

An overall survey is made of the relationship
between reading comprehension and rate, flexi-
bility, and study skills as shown by research stu-
dies, and the following conclusions are drawn.
(1) There are mostly positive correlations
between rate and comprehension, but the amount
depends on the test groups, reading materials,
measuring instruments, and reading purposes. (2)
Although reading flexibility is desirable, it is not
common; however, it can be improved with in-
struction. (3) Conventional reading programs
which stress rate improvement generally produce
moderate rate gains with no significant com-
prehension loss; some new techniques which
produce large rate gains result in a significant
comprehension loss. (4) Study-type reading skills
have been divided into two main kinds: (1) as-
similative reading for absorption and memoriza-
tion and (2) research reading. (5) Exclusive at-
tention to study skills and none to rate often im-
proves scholarship. (6) Specific skills of research
reading can be and should be taught to students,
because good basic reading skills do not guaran-
tee effective research-type reading. References
are included. (NH)

ED 034 673 24 RE 002 347

Ramsay, Wallace Z.
Investigation of Inner City Reading Instruction
Programs. Final Report.

Missouri Univ., St. Louis.

Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.

Bureau No.—BR-8-F-100

Pub Date Jul 69

Grant—OEG-6-8-008100-0032(057)

Note—98p.

EDRS Price MF-\$0.50 HC-\$5.00

Descriptors—*De facto Segregation, Disad-
vantaged Youth, *Inner City, Negro Students,
*Reading Programs, Surveys, *Teacher Educa-
tion, Teacher Education Curriculum, Teacher

Improvement, Urban Schools, *Urban
Teaching

The objectives of this survey were (1) the ex-
amination of five major inner-city reading pro-
grams, (2) consultation with school officials in
those cities concerning the nature of a training
program in reading, (3) the designing of a read-
ing teacher education program for the inner city,
and (4) the publication of the findings. Proce-
dures used in the development included a
study of documents describing the five cities'
reading programs, questionnaires sent to school
officials, on-site visits, analysis of the results of
questionnaires and interviews, and the use of
these results to design a suitable teacher educa-
tion program. The five cities studied (New York,
Washington D.C., Detroit, St. Louis, and Los An-
geles) all had a high proportion of Negroes, ex-
tensive "de facto" segregation, depressed
achievement levels, and financial problems. The
plan devised included course work to bolster gaps
in general education; work concerning Negro lan-
guage, literature, history, and culture; and exten-
sive training in reading. Combined with the
course work would be observation, participation,
and tutoring in the inner city. Reading training
would emphasize pragmatic approaches. A pro-
gram taking 5 years to complete was envisioned.
(WB)

ED 034 674 SE 003 773

The Revolution in School Mathematics, A Chal-
lenge for Administrators and Teachers.

National Council of Teachers of Mathematics,
Inc., Washington, D.C.

Pub Date 61

Note—96p.

Available from—National Council of Teachers of
Mathematics, 1201 Sixteenth Street, N.W.,
Washington, D.C. 20036 (\$0.50)

EDRS Price MF-\$0.50 HC Not Available from
EDRS.

Descriptors—Administration, *Curriculum, *Edu-
cational Objectives, Elementary School Mathe-
matics, *Instruction, *Mathematics, Program
Descriptions, *Secondary School Mathematics,
Teacher Education

Identifiers—National Council of Teachers of
Mathematics, National Science Foundation

This monograph is an updated version of the
proceedings of the eight Regional Orientation
Conferences in Mathematics in various parts of
the United States. The purpose of these con-
ferences was to give school administrators and
mathematics supervisors information that would
enable them to provide leadership in establishing
new and improved mathematics programs. The
monograph, a project of the National Council of
Teachers of Mathematics (NCTM) with the
financial support of the National Science Founda-
tion (NSF), was an effort to make this informa-
tion available to all persons interested in the im-
provement of school mathematics programs and
was designed to answer the following questions—
(1) what caused the current revolution in school
mathematics? (2) what has been done to imple-
ment this revolution in school mathematics? and
(3) what administrative decisions are involved for
local school systems? The pamphlet has specific
information regarding (1) classroom experiences
with the new mathematics programs, (2) imple-
mentation of a new mathematics program in
schools, (3) financial aid for curriculum improve-
ment, (4) improved mathematics programs, and
(5) similarities of the new programs. (RP)

ED 034 675 SE 006 768

Busch, Phyllis S.
A New Approach to School Camping Grades K-6,
Some Suggestions for Outdoor Investigations in
Science—Conservation for Camps, Parks,
Playground, and Sanctuaries.

Ulster County Board of Cooperative Education
Services, New Paltz, N.Y.

Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Elementary and
Secondary Education.

Pub Date 69

Note—44p.

EDRS Price MF-\$0.25 HC-\$2.30

Descriptors—Biology, *Conservation Education,
Day Camp Programs, Ecology, *Elementary
School Science, *Outdoor Education, Resident
Camp Programs, *Science Activities, Teaching
Guides

Identifiers—ESEA Title III

Contained are some of the instructional materi-
als developed by the Science Project Related to
Upgrading Conservation Education. Outdoor ac-
tivities for elementary school children, suitable
for use in camps, parks, playgrounds or sanctu-
aries are described. Programs are designed for
one-day (K-4), two-day (grade 5), and three-day
(grade 6) camps, and are intended to supplement
an indoor-outdoor approach to teaching. The
programs have been tested with elementary
school children at camp Ashokan, New York.
Thirty-one investigations are described, each con-
tains a problem to guide observations, suggested
observations to be made, and lists of questions
for discussion. The investigations aim to increase
the children's understanding of animal and plant
adaptations and of the interrelationships between
organism and their habitats. Possible effects of
disturbing the habitat are emphasized. Some in-
vestigations require a minimum of simple equip-
ment, others require none. Several activities
suitable for rainy days are described, including six
games. The appendix gives a summary of themes
and teaching schedules, drawings of leaves of
common trees and of pond insects, charts for use
in some of the investigations, a complete list of
materials and equipment required, and a short list
of references for teacher and pupils. This work
was prepared under an ESEA Title III contract.
(EB)

ED 034 676 SE 006 771

Busch, Phyllis S.
SPRUCE Discovery Manual, 169 Investigations
Indoors and Outdoors.

Ulster County Board of Cooperative Education
Services, New Paltz, N.Y.

Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Elementary and
Secondary Education.

Pub Date [69]

Note—60p.

EDRS Price MF-\$0.50 HC-\$3.10

Descriptors—*Biology, *Conservation Education,
Ecology, *Elementary School Science, *In-
structional Materials, *Outdoor Education,
Science Activities, Teaching Guides

Identifiers—ESEA Title III

Contained are instructional materials developed
by the Science Project Related to Upgrading
Conservation Education ("SPRUCE"). It is
designed for use with the SPRUCE "Discovery
Box" and contains twenty-one sets of investiga-
tions based on the twenty-one packets of
specimens in the box; three sets are recom-
mended for each of Grades K through 6. Each of
the twenty-one topics is introduced by a "back-
ground" section giving the rationale of the
investigations and background information for the
teacher. This is followed by four to ten "in-
vestigations"—questions and suggested activities
which require students to observe and compare,
sometimes to do simple experiments, and usually
to extend their observations outside the class-
room. The early topics emphasize the use of the
senses in observing, later ones enable students to
make discoveries about the characteristics of or-
ganisms and habitats. Themes which run through
the investigations are constant change in nature
and the interaction between organisms and their
environments. The introduction to the manual
describes the approach of the materials and
makes a plea for improved conservation educa-
tion. Ways in which this can be fitted into the
general curriculum are suggested. The contents of
the "Discovery Box" are not listed, but can be in-
ferred from the background sections and in-
vestigations. This work was prepared under an
ESEA Title III contract. (EB)

ED 034 677 SE 007 489

Hardgrove, Clarence Ethel Miller, Herbert F.
Mathematics Library, Elementary and Junior
High School.

National Council of Teachers of Mathematics,
Inc., Washington, D.C.

Pub Date 68

Note—57p.

Available from—National Council of Teachers of
Mathematics, 1201 Sixteenth Street, N.W.,
Washington, D.C. 20036

EDRS Price MF-\$0.25 HC Not Available from
EDRS.

Descriptors—*Annotated Bibliographies,
Bibliographies, *Elementary School Mathe-
matics, Information Sources, *Reference
Books, *Secondary School Mathematics

This annotated bibliography suggests to teachers and librarians books that may serve to enrich the instructional program by providing sources of information and recreational reading. Sections are provided for primary, intermediate, and junior high school students. Most of the books suggested for primary children are those from the general literature that give special attention to mathematical ideas. Books listed in the sections for intermediate and junior high school students are largely devoted to science and mathematics and related topics. (RP)

ED 034 678 SE 007 532

Dargusch, Carlton S. Alden, John D.
Selective Service and Military Policies on Classification, Deferment, and Delay.
Engineering Manpower Commission, New York, N.Y.

Pub Date Oct 67

Note—79p.

Available from—Engineering Manpower Commission, 345 East 47 Street, New York, New York 10017 (\$3.00)

EDRS Price MF-\$0.50 HC-\$4.05

Descriptors—Classification, *Manpower Needs, Manuals, *Military Service, Policy
Identifiers—Engineers Joint Council, Military Selective Service Act of 1967

This handbook was primarily designed to inform employers of selective service and military policies, so that their responsibilities to the military liability of their employees may be exercised effectively. Six steps were recommended for employers in executing their responsibilities. The information for employers which is issued by the Selective Service System was reproduced. Anticipated questions by employers relative to the following topics were answered: (1) selective service classifications, (2) student deferments, (3) occupational deferments, (4) appeal procedures, (5) reservists, (6) physical examinations, and (7) order of consideration. The Department of Commerce's list of essential activities and the Department of Labor's list of critical occupations were identified and defined. Nine sample forms used in communicating selective service information were also included. (RR)

ED 034 679 SE 007 562

Mowery, Kay A.

Information Requirements Analysis in a Secondary School System.

Georgia Inst. of Tech., Atlanta. School of Information Sciences.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—GITIS-69-13

Pub Date 69

Note—44p.

EDRS Price MF-\$0.25 HC-\$2.30

Descriptors—Administrative Problems, *Information Science, *Information Systems, Information Utilization, School Administration, Secondary Schools, *Systems Approach

Included are an examination of the formal structure of information collection and recording activities, and a discussion of the analysis of the resulting data. Although specific application of these ideas is applied to a secondary school system, the applicability of the formal structures and analytic methods is thought to be general. In section I, traditional structures are formalized: the school system's organizational structure and the functions, inputs, and outputs of the typical department. In section II, methods of analysis for functions and data are explored. In the final section, general procedures are suggested for the collection and recording of requirements and for analysis. Possible utilization of the computer in manipulating the large volumes of data is explored. The appendix contains a brief review of the literature on collection and analysis methods. (RR)

ED 034 680 SE 007 567

Peters, Franklin G.

UDECOR-AU-1108, PDP-8/1 Data Communication System.

Georgia Inst. of Tech., Atlanta. School of Information Sciences.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—GITIS-69-10

Pub Date 69

Note—26p.

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—Communications, Computer Programs, *Electronic Data Processing, *Information Science, *Information Systems
Identifiers—Georgia Institute of Technology

This report outlines the development of the UDECOR system (UNIVAC-DIGITAL EQUIPMENT CORPORATION DATA COMMUNICATION SYSTEM). UDECOR is the implementation of a software package for the DEC PDP-8/1 computer which enables data communication with the UNIVAC 1108 computer. Also described are the results of research into the U1108/U1004 data communication system. The functional description of the PDP-8/1 and the associated DEC DP01 data communication channel and AT&T 201-A3 data set is defined. The UDECOR system design section outlines the proposed design and implementation phases of the communication system. Finally, the current status of the project is outlined. (RR)

ED 034 681 SE 007 582

Buckland, Lawrence F. Weaver, Vance

Creation of a Machine File and Subsequent Computer-Assisted Production of Publishing Outputs, Including a Translation Journal and an Index.

American Inst. of Physics, New York, N.Y.

Pub Date Jul 69

Note—31p.

EDRS Price MF-\$0.25 HC-\$1.65

Descriptors—Computer Programs, *Costs, Indexing, *Information Processing, *Information Science, Machine Translation, *Man Machine Systems, *Publications

Identifiers—American Institute of Physics

Reported are the findings of the Uspekhi experiment in creating a labeled machine file, as well as sample products of this system - an article from a scientific journal and an index page. Production cost tables are presented for the machine file, primary journals, and journal indexes. Comparisons were made between the 1965 predicted costs and the actual 1969 costs. Despite the greater 1969 production cost, the authors anticipated cost reductions with the implementation of advanced equipment; such as Cathode-ray tube (CRT) equipment, on-line PDP-8 editing equipment, adequate Photon disc and translation bridge from Scientific Keyboard Input Language (SKIL) to Scientific Information Processing Language (SIPL), and suitable character set for CRT typesetting equipment. (RR)

ED 034 682 SE 007 591

Scientific and Technical Communication, A Synopsis.

National Academy of Sciences, Washington, D.C.

Pub Date 69

Note—30p.

Available from—Printing and Publishing Office, National Academy of Sciences, 2101 Constitution Avenue, Washington, D.C. 20418

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—*Communication Problems, Computers, Information Processing, Information Systems, National Organizations, *Sciences, *Technology

Identifiers—(COSATI), (SATCOM), Committee on Scientific and Technical Information, National Academy of Sciences

After a three-year study of scientific and technical communications, the Scientific and Technical Communication (SATCOM) Committee concluded that future communication needs will necessitate strengthening the diverse information network now being employed. The SATCOM Report attempted to do this by indicating areas in which greater effort was necessary, by defining roles and responsibilities, by encouraging their acceptance, by advocating certain broad policies in management and planning, and by proposing a way of effecting greater coordination. To implement the committee's objectives, 55 recommendations were developed which dealt with the management, performance, and economics of the vast, interrelated communication system within the sciences and technology. These recommendations were discussed in the synopsis under five general areas: (1) Planning, coordination, and leadership at the national level, (2) Consolidation and reprocessing-services for the user, (3) Classical services, (4) Personal informal communication, and (5) Studies, research, and experiments. (RR)

ED 034 683

White, Lee J.

Minimum Covers of Fixed Cardinality in Weighted Graphs.

Ohio State Univ., Columbus. Computer and Information Science Research Center.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—TR-69-2

Pub Date Mar 69

Note—17p.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—College Mathematics, Higher Education, *Information Processing, Information Theory, *Mathematics, *Technical Reports

Reported is the result of research on combinatorial and algorithmic techniques for information processing. A method is discussed for obtaining minimum covers of specified cardinality from a given weighted graph. By the indicated method, it is shown that the family of minimum covers of varying cardinality is related to the minimum spanning tree of that graph. (RP)

ED 034 684

Cooperative College-School Science Program, Projects to Improve Science and Mathematics in the Schools, 1969 Directory.

National Science Foundation, Washington, D.C.

Pub Date 69

Note—35p.

EDRS Price MF-\$0.25 HC-\$1.85

Descriptors—*Cooperative Programs, *Curriculum Development, Earth Science, Educational Change, *Elementary Schools, *Inservice Teacher Education, Physical Sciences, *Secondary Schools, Social Sciences

Identifiers—Cooperative College School Science Program, National Science Foundation

This directory describes the rationale of the Cooperative College-School Science Program (CCSS) of The National Science Foundation. The program aims to produce changes in school systems by projects planned jointly by schools and colleges. The projects normally provide for training of school system personnel by the cooperating college. During the 1969 financial year, grants totalling \$5,596,241 were awarded. Brief descriptions of the 146 CCSS projects are given. Approximately 7000 teachers in 43 states are involved. A third of the projects focus on elementary schools and two-thirds on secondary schools. The content areas include mathematics, computer science, physical, biological and earth science, and the social sciences. Many of the projects have as their purpose the introduction into school classrooms of one of the new science or mathematics instructional programs. (EB)

ED 034 685

Karmody, Edward J.

Commission on Undergraduate Education in the Biological Sciences (CUEBS) News, Volume 6 Number 1.

Commission on Undergraduate Education in the Biological Sciences, Washington, D.C.

Pub Date Oct 69

Note—20p.

Available from—Commission on Undergraduate Education in the Biological Sciences, 3900 Wisconsin Avenue, N.W., Washington, D.C. 20016 (Free)

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—Annotated Bibliographies, *Biology, College Science, Course Descriptions, Environmental Education, Scholarly Journals, Scientific Concepts, Scientific Methodology, *Scientific Research, *Social Problems

A panel discussion on "Biology in the next two decades" is reported. Panelists identified significant questions at various levels of biological inquiry (cellular, organ and tissue, organismal, population, and behavioral) and speculated about means for answering them. The necessity for relating information between levels was stressed. A distinction was made between questions significant for developing biological generalizations and those significant for the solution of social problems. Much concern was shown for population and environmental problems and discussants agreed that survival is likely to be the major question in the next twenty years. Two articles about journal literature relevant to biological education at the college level include an annotated bibliography of selected journals. An innovative multimedia program in general botany for non-science majors is also described. (EB)

ED 034 686 24 SE 007 688

Gordon, C. Wayne
Preliminary Evaluation Report on the Los Angeles City Schools, SB 28 Demonstration Program in Mathematics.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-1646

Pub Date Oct 69

Note—66p.

EDRS Price MF-\$0.50 HC-\$3.40

Descriptors—*Educational Research, *Experimental Programs, Grade 7, Grade 8, Instructional Materials, Material Development, *Mathematics, *Program Evaluation

The purpose of this preliminary report is to describe and evaluate the Los Angeles Model Mathematics Project (LAMMP). The objectives of this project include the improvement of mathematical skills and understanding of mathematical concepts, the improvement of students' self-image, the development of instructional materials and the assessment of commercially developed instructional materials. The report describes the manner by which participants in the project were chosen and the instructional programs which were employed. An evaluation of measurement instruments used, a summary and interpretation of evaluation data, and recommendations for improving the project are also included. Only a preliminary analysis of data is contained in this report and no attempt is made to make statistical inferences. The report concludes that in many cases subjects were not randomly assigned to experimental and comparison groups and thus no valid inferences about the effects of instructional variables based on differences between experimental and comparison groups can be made. (FL)

ED 034 687 SE 007 696

Rainist, Roger J. Mester, Rose A.

Free Teaching Materials: Classroom and Curriculum Aids for Elementary School Science.

Conservation and Environmental Science Center for Southern New Jersey, Brown Mills.

Pub Date 69

Note—62p.

EDRS Price MF-\$0.50 HC-\$3.20

Descriptors—*Annotated Bibliographies, *Audiovisual Aids, Biology, Conservation Education, *Elementary School Science, Health Education, *Instructional Materials, Physical Sciences, *Resource Guides, Science Activities

Free teaching materials suitable for elementary school science available from 168 agencies and companies are listed. Materials include booklets, teacher's source books and guides, charts and posters, and concrete materials such as mineral samples. Suggestions and materials for student activities range from experiments to song sheets. Topics include conservation and use of natural resources, forestry, wildlife, animal care, health education, space science, industrial processes and commercial products, and information on science careers. Annotations indicate the content and quality of the materials. Each entry is coded for appropriate level (upper or lower elementary) and for suitability for teacher reference or student use. (EB)

ED 034 688 SE 007 697

Brown, Kenneth E. And Others

Analysis of Research in the Teaching of Mathematics 1959 and 1960.

Office of Education (DHEW), Washington, D.C.

Report No—OE-29007-60

Pub Date 63

Note—75p.

EDRS Price MF-\$0.50 HC-\$3.85

Descriptors—Educational Research, Government Publications, Indexes (Locators), *Mathematics Education, Mathematics Instruction, Research Projects, *Research Reviews (Publications)

This report is a summary of research in the teaching of mathematics as reported to the U.S. Office of Education for the years 1959 and 1960. This analysis of research in mathematics education is designed to help both research workers and classroom teachers improve mathematics instruction. One hundred and five reported research studies are included in this publication. The selected reports include doctoral dissertations, master's theses, and nondegree studies which deal with such aspects as methods, con-

tent, teacher education, evaluation and psychology of learning mathematics. For convenience to the reader, the studies are grouped under the areas of elementary school, secondary school, and college mathematics. (FL)

ED 034 689 SE 007 698

Brown, Kenneth E. Abell, Theodore L.

Analysis of Research in the Teaching of Mathematics.

Office of Education (DHEW), Washington, D.C.

Report No—OE-29007-62

Pub Date 65

Note—104p.

EDRS Price MF-\$0.50 HC-\$5.30

Descriptors—Educational Research, Government Publications, Indexes (Locators), *Mathematics Education, Mathematics Instruction, Research Problems, Research Projects, *Research Reviews (Publications)

This is the sixth in a series of publications prepared by the U.S. Office of Education which are concerned with an analysis of research in mathematics education. This publication presents a summary analysis of research in mathematics education and includes reports of Cooperative Research Projects supported by the Cooperative Research Program of the U.S. Office of Education for the years 1961 and 1962. Reports of research were received from eighty-three colleges and one hundred and seventy-four reports were selected for inclusion in this publication. The reports deal with elementary school, high school, and college mathematics and include doctoral dissertations, master's theses, and nondegree studies. (FL)

ED 034 690 SE 007 713

Elementary Science and Mathematics Resource Teacher Development Project. Director's Final Report.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 69

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—*Elementary School Mathematics, *Elementary School Science, Information Dissemination, *Inservice Education, Science Activities, *Science Course Improvement Project Identifiers—National Science Foundation

This project had as its objectives (1) the development of programs which would lead to the improvement of teaching science and mathematics K-8 in the state of Kansas, and (2) to test a dissemination model. One-hundred and ten principals and teachers attended seminars, lectures, and demonstrations and were involved in teaching elementary school science at five different locations in Kansas during the period August 5-23, 1968. Instructional materials from the following science curriculum projects were used in this project: Introductory Physical Science, Earth Science Curriculum Project, AAAS Science - A Process Approach, Science Curriculum Improvement Study, and Elementary Science Study. Descriptive reports from participants and project leaders indicate that the project was successful. Further, definable outcomes of this project are: (1) Kansas Department of Education has established a closer working relationship with persons responsible for pre-service training of elementary teachers in Kansas Colleges; (2) Kansas school systems are more aware of and involved in elementary science curriculum activity; (3) twenty exemplary elementary school science programs have been established; (4) undergraduate pre-service programs are being revised. [Not available in hardcopy due to marginal legibility of original document.] (BR)

ED 034 691 SE 007 714

Progress in Scientific and Technical Communications, 1968 Annual Report.

Federal Council for Science and Technology, Washington, D.C. Committee on Scientific and Technical Information.

Report No—COSATI-69-5

Pub Date 69

Note—100p.

EDRS Price MF-\$0.50 HC-\$5.10

Descriptors—Clearinghouses, Communication Problems, *Federal Government, Government Publications, *Information Centers, *Information Dissemination

This sixth annual report describes progress achieved by the Federal Government in improv-

ing the communication of scientific and technical information to support and enhance national science and technology. Included in the report are details regarding the scientific and technical activities of individual Federal Agencies, such as the Atomic Energy Commission, Departments of Agriculture, Defense, Commerce, Health, Education, and Welfare, Interior, State, Transportation, and the Agency for International Development, National Aeronautics and Space Administration, and the National Science Foundation. The report also deals with operational techniques and systems accomplished during the year of 1968. This report should be of interest to those who wish to get a complete, concise view of how information is handled and disseminated by various Federal Agencies. (BR)

ED 034 692 SE 007 730

Gruver, Howell L.

School Mathematics Contests, A Report.

National Council of Teachers of Mathematics, Inc., Washington, D.C.

Pub Date 68

Note—46p.

Available from—National Council of Teachers of Mathematics, 1201 Sixteenth Street, N.W., Washington, D.C. 20036

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Academic Enrichment, Bibliographies, *Enrichment Activities, *Enrichment Programs, *Mathematical Enrichment, Mathematics, Problem Solving, *Secondary School Mathematics

This report represents a survey of some of the school mathematics contests which are conducted in the United States. The report is based on information obtained from fifty-nine national, state, regional, and local level contests. National contests are described separately. Brief accounts of certain school mathematics contests, the extent of such contests, contest procedures and practices, and advantages and disadvantages for establishing a mathematics contest are considered. A bibliography of articles which provide information about mathematics contests is included. Names and addresses of organizations which sponsor the contests reported in this study are also provided. (FL)

ED 034 693 SE 007 736

Inhelder, Barbel Piaget, Jean

The Early Growth of Logic in the Child.

Pub Date 69

Note—302p.

Available from—W. W. Norton & Company, Inc., 55 Fifth Avenue, New York, New York 10003 (\$2.65)

Document Not Available from EDRS.

Descriptors—Abstract Reasoning, *Cognitive Processes, *Intellectual Development, *Learning, Maturation, Theories, Thought Processes

Analyzed are the processes of classification and seriation which form the child's ability to reason, based upon the results of eight years of experimental work with over 2000 children. The authors have found that there is a very close relation between the development of logical actions and that of sub-logical operations and actions. The fact that classificatory unions and subdivisions reach back to a primitive origin in actions means that the child has a very long way to go from the early and ill-differentiated functional aggregates to arrive at true classificatory concepts. The logical development of the child occurs in three stages. The first stage is characterized by a lack of differentiation between the logical and the sub-logical. At stage II, there is partial differentiation; at stage III they are completely differentiated, and the child has arrived at true classificatory concepts and is able to perform reversible operations. Logical operations (i.e. in particular, classification and cross-classification, and seriation and multiple seriation) are closely linked with certain actions which are quite elementary: putting things in piles, separating piles into lots, and making alignments. (BR)

ED 034 694 SE 007 737

Piaget, Jean Inhelder, Barbel

The Child's Conception of Space.

Pub Date 67

Note—490p.

Available from—W. W. Norton & Company, Inc., 55 Fifth Avenue, New York, New York 10003 (\$3.25)

Document Not Available from EDRS.

Descriptors—*Concept Formation, Elementary School Students, *Geometric Concepts, *Intellectual Development, *Learning, Mathematics Education, Theories

This book deals with the development of the child's notion about space. The authors' investigations have been concerned with the order and manner in which children begin to imagine or visualize the various spatial entities and spatial characteristics of objects. They report that the child first recognizes various objects by sense of touch alone and is followed by building up and using certain primitive relationships. Contrary to the historical development of geometry which began with treatment of straight lines, angles, distances, and plane figures, Piaget and Inhelder find that the child begins by noting the topological as opposed to the metric properties of objects. He begins by ignoring straight lines, angles, parallels, and the regular forms thereby constituted and considers only qualities such as closure, proximity, separation and continuity. From such beginnings he is finally able to deal with metric properties such as conservation of direction, distance and relative operation. The child is thus able to establish a spatial "schema" or network of dimensions in which the spatial properties of objects can be organized. The authors develop the theories advanced in previous works to indicate the nature of the psychological mechanisms required to mediate spatial properties and endeavor to show the interrelationships between logical and psychological systems laid down. (BR)

ED 034 695 SE 007 738

Piaget, Jean
The Child's Conception of Number.

Pub Date 65

Note—248p.

Available from—W. W. Norton & Company, Inc., 55 Fifth Avenue, New York, New York 10003 (\$1.85)

Document Not Available from EDRS.

Descriptors—*Concept Formation, *Intellectual Development, *Learning, *Mathematics Education, *Number Concepts, Theories

Based on the hypothesis that the construction of number is closely related to the development of logic, this book records a series of experiments investigating classes, relations, and numbers as cognitive domains. The author finds that number is organized, stage after stage, in close connection with the gradual elaboration of systems of inclusions (hierarchy of logical classes) and systems of asymmetrical relations (qualitative serializations), the sequence of numbers thus results from an operational synthesis of classification and seriation. Logical and arithmetical operations therefore constitute a single system that is psychologically natural, the second resulting from generalization and fusion of the first, under the two complementary headings of inclusions of classes and seriation of relations. When the child applies these operations to sets that are defined by the qualities of their elements, he is compelled to consider separately classes and asymmetrical relations hence, the dualism of logic of classes and logic of asymmetric relations. But when the same system is applied to sets irrespective of their qualities, the fusion of inclusion and seriation of the elements into a single operation totality occurs, and this totality constitutes the sequence of whole numbers, which are indissociably ordinal and ordinal. (BR)

ED 034 696 SE 007 743

Meyer, Roger E., Ed.

Adverse Reactions to Hallucinogenic Drugs.

National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Sep 67

Note—118p.; Conference held at the National Institute of Mental Health, Chevy Chase, Maryland, September 29, 1967

Available from—Superintendent of Documents, Government Printing Office, Washington, D. C. 20402 (\$1.25).

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Conference Reports, *Drug Abuse, Health Education, *Lysergic Acid Diethylamide, *Medical Research, *Mental Health Identifiers—Hallucinogenic Drugs

This reports a conference of psychologists, psychiatrists, geneticists and others concerned with the biological and psychological effects of lysergic acid diethylamide and other hallu-

cinogenic drugs. Clinical data are presented on adverse drug reactions. The difficulty of determining the causes of adverse reactions is discussed, as are different methods of therapy. Data are also presented on the psychological and physiological effects of L.S.D. given as a treatment under controlled medical conditions. Possible genetic effects of L.S.D. and other drugs are discussed on the basis of data from laboratory animals and humans. Also discussed are needs for further research. The necessity to avoid scarce techniques in disseminating information about drugs is emphasized. An appendix includes seven background papers reprinted from professional journals, and a bibliography of current articles on the possible genetic effects of drugs. (EB)

ED 034 697 SE 007 746

Brown, Billye W. Brown, Walter R.

Science Teaching and the Law.

National Science Teachers Association, Washington, D.C.

Pub Date 69

Note—94p.

Available from—NEA Publications Sales Section, 1201 Sixteenth Street, N.W., Washington D.C. 20036 (\$4.00).

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Accident Prevention, Bibliographies, *Curriculum, Educational Legislation, *Legal Responsibility, *Safety, *Science Teachers

This book aims to inform science teachers of their legal rights and responsibilities. The roles of various federal, state and local authorities in educational legislation are described. The teacher's liability for student safety and for implementing the curriculum as prescribed by state and local regulation is defined, and suggestions are made for ensuring student safety. Guidelines are given for working with the community and for accounting for funds and equipment. Help available to the teacher who finds himself in trouble is described, and suggestions are made for positive action that may be taken to modify laws and regulations. The appendix includes bibliographies on teacher liability, narcotics and alcohol education, care of living animals, radiation safety, eye protection, sex education, model rocketry, and general health and safety. Sample policy statements and safety regulations are included. (EB)

ED 034 698 SE 007 840

Mathematics Grade 5. Curriculum Bulletin, 1968-69 Series, No. 18.

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Pub Date 69

Note—576p.

Available from—New York City Board of Education, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201 (\$6.00)

EDRS Price MF-\$2.50 HC Not Available from EDRS.

Descriptors—Arithmetic, *Curriculum Development, *Elementary School Mathematics, Geometry, Grade 5, *Guidelines, *Instruction, Mathematics, Modern Mathematics, Number Concepts

This curriculum bulletin is one of a planned series of bulletins designed to meet the needs of teachers and supervisors who are working to improve the achievement level of mathematics in the schools. The eighty sequential units of this bulletin are organized into 3 categories - (1) Sets, number and numeration, (2) Operations, and (3) Geometry and measurement. A "Note to Teacher" is included in several of the units to provide further clarification of mathematical concepts connected with the unit and/or to understand reasons for the developmental material. This bulletin is designed to provide articulation with Grade 4 mathematics and with the mathematics of Grades 6, 7, and 8. This publication is the last of a four year sequence in Intermediate School Mathematics based on their philosophy of what should and can be taught in Grades 5 through 8. (RP)

ED 034 699 SE 007 841

Mathematics Part Two, Pre-Kindergarten, Kindergarten, Grade One, Part II. Curriculum Bulletin, 1966-67 Series, No. 6B.

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Pub Date 69

Note—195p.

Available from—New York City Board of Education, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201 (\$3.00)

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—Arithmetic, *Curriculum Development, *Elementary School Mathematics, *Guidelines, *Instruction, Mathematics, *Modern Mathematics, Number Concepts

This curriculum bulletin is the second part of "Mathematics—Pre-Kindergarten, Kindergarten, and Grade One." This is a developing curriculum program that incorporates the pre-kindergarten into the educational system and reorganizes mathematics materials in the early childhood years. The materials in this bulletin deal with numbers and operations with numbers, early levels of number-line concepts, geometric concepts, and fractional parts. Included also is a suggested plan for introducing topics and subtopics and a scope and sequence for the indicated grades. (RP)

ED 034 700 SE 007 842

Science Grade 9. Curriculum Bulletin, 1968-69 Series, No. 9.

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Pub Date 69

Note—329p.

Available from—New York City Board of Education, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201 (\$5.00)

EDRS Price MF-\$1.25 HC Not Available from EDRS.

Descriptors—Curriculum, *General Science, Grade 9, Instructional Materials, Reference Materials, Science Activities, *Secondary School Science, *Teaching Guides

Identifiers—Board of Education, Bureau of Curriculum Development, New York City

This publication is a teacher's guide for teaching ninth grade science in New York City Public Schools. Activities for four areas - physics, chemistry, earth science and biology - are included. Five years of experimentation under classroom conditions preceded the publication of this guide which is specifically designed to meet the needs of students of varying abilities. The activities represent a segment of a sequential, concept-oriented K-12 science curriculum for the New York City schools. In accordance with the stated objectives, a specific format is used throughout the guides. Special features of the format are: topical outline; sequential units in each of four science areas; outcomes listed for each lesson; logically developed classroom lessons with specific content, methodology and techniques; designated laboratory lessons including explanatory notes for the teacher and work sheets for the pupils; enrichment materials, such as assignments, questions, reports, and projects. (BR)

ED 034 701 SE 007 843

Science Grade 7, Chemistry, Physics, Earth Science, Biology. Curriculum Bulletin, 1968-69 Series, No. 15.

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Pub Date 69

Note—207p.

Available from—New York City Board of Education, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201 (\$3.50)

EDRS Price MF-\$1.00 HC Not Available from EDRS.

Descriptors—Curriculum, *General Science, Grade 7, *Instructional Materials, Reference Materials, Science Activities, *Secondary School Science, *Teaching Guides

Identifiers—Board of Education, Bureau of Curriculum Development, New York City

This publication is a teacher's guide for teaching seventh grade science in New York City Schools. Activities for four areas - physics, chemistry, earth science, and biology - are included. This particular edition is a reprint of Science: Grade 7, Curriculum Bulletin Nos 9a-9d, 1962-1963 Series, which were originally produced in four separate parts. Science: Grade 7 is part of a K-12 program based upon the sequential development of selected scientific concepts. Special features of the format for the course of study as represented by this publication are: topical outline; sequential units in each of the four science areas; outcomes listed for each section of every unit; logically developed classroom lessons with specific content, methodology and

techniques; designated laboratory lessons including explanatory notes for the teacher and worksheets for the pupils; and enrichment materials, such as assignments, questions, reports, and projects. Each unit includes a list of suggested references. (BR)

ED 034 702 24 SE 007 855
Atkin, Marvin C. And Others
Mathematics 4-6. Instructional Objectives Exchange.

California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-6-1646
Note—250p.

EDRS Price MF-\$1.00 HC-\$12.60
Descriptors—Arithmetic, *Elementary School Mathematics, *Evaluation, Geometry, *Measurement Goals, *Objectives, *Test Construction

This collection contains 233 objectives and related evaluation items for mathematics—grades four to six. The following categories are included: (1) sets, (2) numbers, numerals, and numeration systems, (3) operations and their properties, (4) measurement, (5) geometry, (6) relations, functions and graphs, (7) probability and statistics, (8) applications and problem solving, and (9) mathematical sentences, order and logic. Each objective consists of four elements: (1) the objective, (2) measurement items, (3) means for judging the adequacy of student responses, and (4) an IOX rating. Each objective is stated in operational terms, and is identified by a Category and a Sub-Category, which serve to limit and define it. Finally, the majority of the objectives are accompanied by four sample items, each of which is designed to test the student's acquisition of the desired behavior. (RP)

ED 034 703 24 SP 003 266
Van Til, William

The Laboratory School: Its Rise and Fall?
Indiana State Univ., Terre Haute.; Laboratory School Administrators Association, Chicago, Ill.

Pub Date 69
Note—19p.
Available from—Indiana State University, Terre Haute, Ind., 47809 (\$1.00)

EDRS Price MF-\$0.25 HC-\$1.05
Descriptors—*Laboratory Schools, School Role

Inherent in the dream of the campus laboratory school were conflicting functions proposed for the school and conflicting perceptions on the part of the human beings involved. Students, supposedly representative, are more often more prosperous or bright or problem-prone than their age group in the general population. Parents, perceiving the school as another private school, often view with doubt or alarm its research and experimentation functions. The dream contemplated no conflict between the demonstration-observation-participation functions and the research-experimentation-inservice functions, but the conflict exists, centered in the differing views of education professors. Instead of combining the roles of master teacher, research partner with professors, and mentor to hordes of visitors, laboratory school teachers usually see themselves fundamentally as good teachers developing experimental innovating programs. Finally, instead of scarcely requiring justification, the laboratory school has had to fight for its life financially at the mercy of budget-cutters in legislatures or in university governance. Meanwhile the public schools have increasingly become the locale for student teaching or extensive research, and innovations in education come from massive projects financed by national government or by foundations. The friends of the laboratory school must build a better school on a reconstructed dream or it will continue to drift toward extinction through internal neglect and external assault. (JS)

ED 034 704 24 SP 003 372
Sieber, Joan E. And Others

The Effect of Memory Support on the Problem-Solving Ability of Test-Anxious Children. Research and Development Memorandum No. 53.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-5-0252

Pub Date Sep 69
Contract—OEC-6-10-078
Note—21p.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—*Anxiety, Elementary School Students, *Memory, *Problem Solving, *Testing

A study investigated the effects of test anxiety, as measured by the Test Anxiety Scale for Children (TASC), on memory processes in problem solving and the extent to which memory support reduced this effect. Two experiments were performed on 40 and 96 subjects respectively, from grades 5 and 6. Each experiment utilized a factorial design involving two levels of test anxiety (Ss having upper- or lower-quartile TASC scores) and two memory conditions (supported and not supported). Experiment 1 subjects, selected from 170 who had completed the TASC, were paired: high-anxious (upper quartile) subjects with low-anxious (lower quartile) subjects by matching with respect to sex and IQ before assignment to the two memory-support conditions. Experiment 2 subjects, selected on the same basis from a similar group of 379, were divided by sex and assigned at random (with some restrictions) to the two conditions. Experiment 1 involved a puzzle; dependent measures were errors committed and recognition of potential errors. Experiment 2 involved concept formation; dependent measures were trials to criterion, and positive- and negative-exemplar memory errors. Analyses of variance and chi square analyses were performed. Significant main and interaction effects indicated that test anxiety interfered with short-term memory, and memory support reduced differences between performance of high- and low-anxious subjects. (Author/JS)

ED 034 705 24 SP 003 373
Engle, Patricia L. Sieber, Joan E.

The Relation Between Human Figure Drawing and Test Anxiety in Children. Research and Development Memorandum No. 52.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-5-0252

Pub Date Sep 69
Contract—OEC-6-10-078
Note—29p.

EDRS Price MF-\$0.25 HC-\$1.55

Descriptors—*Anxiety, Elementary School Students, *Predictive Validity, Student Characteristics, *Testing

Identifiers—HFD, *Human Figure Drawing Test
To assess validity of the human figure drawing test (HFD) as a predictor of test anxiety, 27 HFD scoring indices were developed, yielding a total HFD score, cautiousness subscale, and poor-planning subscale. The sample of 57 girls and 76 boys chosen at random from grades 5 and 6 of a suburban upper-middle class school, completed HFD tests, a test-anxiety and defensiveness questionnaire, and a problem-solving task which yielded four behavioral measures. Intercorrelations of all measures, and stepwise regression analyses between subscales, six independent anxiety measures, and IQ were obtained. Findings indicate that total HFD scores were related to self-reported test anxiety ($r=.40$), defensiveness ($r=.24$), and response latency in problem solving ($r=.91$). Individual HFD indices and subscales had little predictive value. Results indicate limited clinical value of the HFD test as a predictor of test anxiety. (Rationale, implications, a 21-item bibliography, and the HFD scoring system are included.) (Author/JS)

ED 034 706 24 SP 003 374
Self-Assessment Groups as a Means for Improving Teacher Behavior. A Research Project: Student Teachers at Wheaton College. (1968-1969).

Cooperative Educational Research Lab., Inc., Northfield, Ill.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-6-1391

Pub Date Aug 69
Contract—OEC-3-7-061391-3061

Note—55p.

EDRS Price MF-\$0.50 HC-\$2.85

Descriptors—Classroom Communication, *Self Evaluation, *Student Teachers, Teacher Attitudes, Teacher Behavior, *Teacher Seminars, *Training Techniques
Identifiers—CERLI Verbal Behavior Classification System, Teacher Attitude Questionnaire, Teacher Communication Scale

A study was conducted to determine how participation in self-assessment seminars influences the attitudes, practices, and communication behavior of teachers. Two seminar groups of seven student teachers met for a series of 10 2-hour seminars during their senior student teaching. They were matched in a pretest-posttest design with control group subjects on the basis of stress or anxiety, social interaction, honor point average, age, sex, and subject matter and/or grade level taught. Seminars, focusing on the immediate problems faced in the classroom, were led by a Specialist in Continuing Education (SCE) whose role was to involve them in self-assessment activities by utilizing a specific problem-solving model. Activities included developing and defining instructional objectives in behavioral terms, collection and analysis of several types of feedback data, use of force field analysis in resolving differences between goals and practices, and utilization of new resources. Gain scores on attitude scales, pupil opinionnaires, and verbal behavior classification were compared and t tests and chi square tests conducted to determine significant differences. Seminar participants exhibited changes in attitude, verbal communication, and pupil perception which differed significantly from control group subjects; differences were consistent with expectations. (Specific changes are discussed. The pretest-posttest instruments are included.) (JS)

ED 034 707 24 SP 003 375
Berliner, David C.

Microteaching and the Technical Skills Approach to Teacher Training. Technical Report No. 8.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-5-0252

Pub Date Oct 69
Contract—OEC-6-10-078
Note—62p.

EDRS Price MF-\$0.50 HC-\$3.20

Descriptors—Educational Research, *Microteaching, Nonverbal Communication, Preservice Education, Questioning Techniques, Reinforcement, Research Methodology, Research Needs, Small Group Instruction, Teaching Models, *Teaching Skills, Training Techniques, Video Tape Recordings

This paper reviews the history and current state of research and development on microteaching and technical skills training, particularly as these are related to the Stanford University program. Background sections describe the historical development of the technical skills approach as a preservice teacher training program and its interrelationship with microteaching and videotape technology. Techniques of modeling (e.g., use of short videotape recordings of a master teacher performing a lesson to illustrate uses of a specific skill) are discussed. A previously unpublished study by the author, in which methods for acquiring the skill of higher order questioning were investigated, is described in detail. Several other studies illustrating the definition of skills in behavioral terms are reviewed, and the methodology used in the investigation of skill acquisition is described; specifically discussed are the skills of higher-order questioning, reinforcement, probing, stimulus variation, silence and nonverbal communication, and control of small groups. Related research in technical skill development is presented including discussions of inservice adaptations of the approach (e.g., minicourses) and extension to other areas (e.g., microcounseling). The final section on research needs contains some critical analysis of current research and summary of important questions requiring investigation in subsequent studies. (Author/JS)

ED 034 708 24 SP 003 378
Bickimer, David A.

An Instructional Performance Library.
Pub Date Oct 69
Note—3p.

Available from—Instructor Development, General Learning Corp., 3 E. 54th St., New York, N.Y. 10022 (Free)

EDRS Price MF-\$0.25 HC-\$0.25

Descriptors—*Educational Needs, Educational Strategies, Information Needs, *Library Networks, *Protocol Materials

There is a great need for instructional materials which are useful in the professional preparation

of teachers, particularly materials to fit a multimedia learning environment. It is helpful to distinguish between such materials and the ways in which they can be used and the various educational purposes thereby served. The procedures or formats used in staff development programs can be called "protocols"—the way things are done, the step-by-step process by which the goals of professional growth programs are accomplished. "Protocol materials" are then defined as audiovisual components of a protocol which are not created within the specific occasion of the protocol. Protocol materials can "hop" from protocol to protocol, e.g., an audiovisual model of a paraprofessional leading a small group discussion may be used in an illustrated lecture or in the more highly structured protocols of modeling or miniteaching. Greater flexibility is thus possible, but no "mix" of protocols and protocol materials is of educational worth until the protocol purposes (e.g., the acquisition of various skills, the development of certain attitudes, etc.) are delineated. Some agency or amalgam of agencies should systematically collect and distribute or create and make available such materials in an "Instructional Performance Library," a national communications network which distinguishes materials, formats, and purposes while monitoring results achieved by using certain purposes. (JS)

ED 034 709 SP 003 379
Research and Evaluation at John Adams High School.

John Adams High School, Portland, Ore.

Pub Date [69]

Note—10p.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—Educational Research, Evaluation, *Experimental Schools, School Role, *Staff Role

We at Adams have committed ourselves (1) to search for new ways to make the inquiry into our own activities and the evaluation of our programs relevant and consistent with our notions of humanistic and personal education, and (2) to seek a mechanism for using research and evaluation to improve the operation of the school at every level and for generating data which is generalizable to other schools. The entire staff has the obligation to formulate and seek convincing answers to questions regarding behavioral objectives, evidence to be accepted as indicative of success or failure, and means of obtaining such evidence so that it may be meaningful to others. Much activity will be for on-line decision-making (daily operational decisions), e.g., matching an individual with an appropriate learning experience to achieve a certain goal. (For such decisions a comprehensive data bank is a needed support system.) It is anticipated that Adams will be a desirable site for the carefully controlled testing of a whole range of ideas, from new instructional packages to hypotheses about new administrative arrangements. A set of committees is envisioned to elicit, screen, and develop ideas into projects or proposals and to act as a regulatory board. An effort will also be made to document the evolution of the Adams experiment historically and to explore different procedures for such documentation. Such longitudinal records will require setting up a schedule and periodic data gathering. (JS)

ED 034 710 SP 003 380
Wright, Calvin E.

Special Problems of Evaluation Activities in an Individualized Education Program.

Westinghouse Learning Corp., New York, N.Y.

Pub Date 69

Note—7p.; Paper presented to the American Psychological Association, September 1, 1969, Washington, D.C.

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*Evaluation Needs, *Individualized Instruction, *Measurement Goals, *Standardized Tests, *Testing Problems

Identifiers—Project PLAN
A project designed to determine the relevance of existing standardized achievement tests to the goals of individualized instruction is among the ongoing research activities of Project PLAN, a computer-supported individualized education program. Standardized achievement tests (including the Metropolitan Readiness Test, the Scholastic Aptitude Tests, and the Iowa Tests of Basic Skills and of Educational Development) were administered in the fall of 1968 and the spring of

1969 to control group students and students enrolled in the PLAN program, in grades 1, 2, 5, 6, 9, and 10. Comparative analysis of the data has not been completed, but preliminary results indicate little or no significant difference between the two groups of students in terms of the limited number of instructional objectives these tests are designed to measure. The experiment supports the contention that standardized tests are inadequate for a comprehensive evaluation of a program of individualized instruction. Results also suggest the need for the development of a new series of achievement tests adapted to specified and expanded instructional objectives of both PLAN and control classes in order that the differences between the two can be more thoroughly analyzed and more effectively evaluated. (JS)

ED 034 711 SP 003 381

Knowles, Patsy L. And Others

An Evaluation of the Operant Method of Teaching Disruptive and Non-learning Students in the Classroom. Final Report to the Florida State NDEA Steering Committee.

Florida Atlantic Univ., Boca Raton.

Pub Date 1 May 69

Note—107p.

EDRS Price MF-\$0.50 HC-\$5.45

Descriptors—Class Management, Discipline Problems, Inservice Teacher Education, *Problem Children, *Rewards, *Student Behavior, *Teaching Techniques

A project was conducted to teach behavior modification techniques in a number of school settings and to get teachers to apply the techniques in their classrooms. Techniques, which consisted of making some consequence (reward) contingent upon appropriate behavior emitted by the individual or group, were demonstrated at teachers' meetings in a predominantly white elementary school, a predominantly Negro junior high, a special education center, a parent group, and a guidance counselor group. Teachers who volunteered to participate (24 percent of a possible 111) recorded data on 367 students and met weekly with consultants for instruction, discussion, and plotting of behavior graphs. Seventy-seven behaviors were observed and counted with 50 attempted modifications of individual behavior, 20 of group behavior. Data was to have covered three basic observation phases: premodification—for baseline data; modification—introduction of the contingency; and postmodification—withdrawal of contingency. However, 37 premodification phases were not followed by modification; 26 behaviors were graphed through modification and 19 were completed through the final phase. Results indicate that modification techniques can be applied by teachers, parents, and guidance personnel to produce significant changes in behavior of children from all walks of life. (Included are descriptions of difficulties encountered by investigators, 45 behavior graphs with discussion of data, and the poststudy questionnaire with results.) (JS)

ED 034 712 SP 003 382

The EPDA Institute in Bilingual Education for Teachers of Spanish to the Spanish Speaking (Univ. of Arizona, June 16-August 8, 1969). Final Report of the Director.

Arizona Univ., Tucson.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 69

Note—53p.

EDRS Price MF-\$0.25 HC-\$2.75

Descriptors—*Bilingual Education, *Institutes (Training Programs), Mexican Americans, Secondary School Teachers, *Spanish, Spanish American Literature, Spanish Culture

An 8-week summer institute (three weeks background and preparation, two weeks practice, three weeks summary and translation) was conducted to improve and reorient the abilities of selected high school teachers by giving advanced academic training in the areas of Mexican language, literature, and culture; and by relating these areas of experience to the teaching of Spanish to Spanish speakers in the American Southwest. Four participants were Anglos; 24 were native speakers of Spanish in the Southwest. A core of continuing classes included study of the literary and cultural heritage of modern Mexico, teaching methodology, and culture conflict. Flexible scheduling allowed for a number of guest lec-

tures, field work with junior and senior high school students (demonstration classes, tutoring, etc.), an unscheduled field trip to Huatabampo, Sonora (in isolated rural Mexico), extracurricular newspaper and theatrical groups, and films. Participants gained (1) new knowledge of books and other materials suitable for the classroom; (2) new knowledge of programs in other districts, some with federal funding, designed for Mexican-Americans; (3) new awareness of Mexican-American publications, organizations, and activities across the Southwest; (4) a clearer idea of the nature of large-scale public dissent and its repercussions, planned and otherwise, personal and organizational; and (5) for the Anglos, a sharp awakening to what it feels like to be a minority. (JS)

ED 034 713 SP 003 385
The PR in PN for Education Associations. PR Bookshelf, No. 3.

National Education Association, Washington, D.C.

Pub Date 69

Note—40p.

Available from—Publications-Sales, National Education Assn., 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock No. 381-11902, \$1.00)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Collective Negotiation, News Media, *Public Relations, Teacher Associations, *Teaching

This booklet presents suggestions and guidelines for the effective use of public relations (PR) techniques during professional negotiations (PN) among teachers, administrators, and boards of education. Introductory sections present the National Education Association (NEA) position regarding professional negotiation and grievance procedures and point up the need for building understanding and support for the negotiation process by both members of the association and the general public. Included are sections on organizational framework, involvement before negotiations, selection of personnel to direct and coordinate public relations, specific public relations problems, and specification of "the spokesman." Other sections suggest approaches to advance news stories, news releases during negotiations, getting to know newsmen, public relations during impasse and when negotiation is completed. An appendix contains a sample news release schedule during negotiations, models of letter correspondence and taped communication for use in answering services, and a newspaper ad. (JS)

ED 034 714 SP 003 388

Paskal, Dolores And Others

New Roles and Relationships for Students in School and Community Settings.

Wayne County Intermediate School District, Detroit, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Feb 69

Note—26p.

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—Educational Games, *Learning Activities, *School Activities, Secondary School Students, Student Participation, *Student Role, *Student School Relationship

This booklet lists suggested roles and relationships based on an involvement model concerned with process as well as product. Suggested activities are based on the rationale that youth, like teachers, need a sense of genuine participation in the educational enterprise if their growing disinterest and disengagement is to be reversed. The introductory section notes the need for criteria for evaluating youth experiences in school. The major portion of the document is a checklist with brief description of approximately 40 existing and innovative student roles in schools. Main categories are (1) job experience for individuals or small groups, e.g., clerical aides, tutors, service apprentices; (2) school and community activities designed to provide needed learning and talent-exploring experiences and opportunities, e.g., student cooperative paperback and supply store, student advisory committee, science fair and art exhibits; (3) curriculum-oriented roles and relationships, e.g., elective courses or sessions developed and taught by student teams, self-directed study programs, paired learning, simulation techniques

and games. Included are brief descriptions of 25 learning games produced by six different designers (Interact, Academic Games Associates, Abt Associates Inc., Science Research Associates, High School Geography Project, and Project Simile.) (JS)

ED 034 715 24 SP 003 390

Murdoch, Royal P.

The Effect of Student Ratings of Their Instructor on the Student's Achievement and Rating. Final Report.

Utah Univ., Salt Lake City.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-H-014

Pub Date Oct 69

Grant—OEG-8-9-540014-2020(058)

Note—23p.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—*Academic Achievement, College Students, College Teachers, *Effective Teaching, *Students, *Teacher Rating

A study was conducted to determine the effects of student evaluation of teachers on teaching effectiveness and on student ratings of their instructor. The effectiveness of student evaluations as a measure of teacher merit were also observed. Subjects were the students of four psychology instructors, all of whom taught separate sessions of the same course for two successive quarters and used the same textbook. On the first day of the winter quarter all students were given an exam under the pretext of obtaining data for an independent experiment. Achievement was measured by the improvement on a second exam given the last day of class, at which time students were asked to rate their instructor. During the spring quarter an identical procedure was followed except that the instructor was aware, as he had not been the previous quarter, that evaluations would be used. Major conclusions: The instructor's knowledge that he would be rated by his students (1) did not improve his effectiveness as measured by achievement tests and (2) tended to improve the rating given the instructor by the students. There was a low but significant relationship between the student's rating of how much he had learned and his test achievement. The student's evaluation of the effectiveness of a particular instructor were as valid as similar evaluations by the department chairman when compared to achievement test scores. (Achievement test, rating scale, and analyses of variance results are included.) (JS)

ED 034 716 08 SP 003 391

Bowman, Garda W. And Others

Discussion Guide for Film Clip Series—"The Team Approach in Education: Twenty Questions on Film."

Bank Street Coll. of Education, New York, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-9-0065

Pub Date Jun 69

Grant—OEG-0-9-420065-0715

Note—20p.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—*Filmstrips, *Group Discussion, Paraprofessional School Personnel, *Protocol Materials, *Team Teaching

This discussion guide is part of a multi-media package of audiovisual and written materials designed to assist trainers of teams in a school setting, particularly for use with teams of teachers and auxiliaries (paraprofessionals). The purpose of the film clip series—to stimulate discussion that is geared to problem solving—is discussed, and the method of organizing the filmed materials is described: 20 brief, episodic and open-ended clips, from actual filmed happenings (not scripted or contrived) in widely differing communities and school situations, are arranged in six clusters based on ideas and issues central to team interaction in the school setting. Six general questions are suggested for use with each clip, and possible procedures and methods are listed for small and large group discussion. A brief description of each cluster stresses the principal issue to which the cluster is addressed: (1) various perceptions of the role of the auxiliary, (2) team self-analysis and planning, (3) quantity and quality of intervention required by teachers and auxiliaries to stimulate inquiry and creativity in children, (4) means of development of two-way communications between home and school, (5) gathering

data for individualized instruction, and (6) career development for the auxiliary. Appendixes include a sample discussion of one cluster and information on how to secure materials in the training package (purchase and rental prices for films and film strip and availability of printed materials without cost.) (JS)

ED 034 717

Provis, Malcolm And Others

Staffing for Better Schools (Under Title I, Elementary and Secondary Education Act of 1965.)

Office of Education (DHEW), Washington, D.C.

Div. of Compensatory Education.

Report No—OE-23049

Pub Date 67

Contract—OEC-1-7000103-0103

Note—47p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (F55.223:23049, \$0.30)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Cross Age Teaching, *Differentiated Staffs, Disadvantaged Youth, *School Community Cooperation, *School Personnel, Teacher Aides, Teacher Education, *Volunteers

Identifiers—*Elementary and Secondary Education Act, ESEA, ESEA Title I

The introductory chapter of this booklet describes the problems which ESEA Title I funds (over a billion dollars to local school districts) were intended to help solve. Each of five chapters is devoted to descriptions of a number of specific Title I projects, presented as examples of what local school districts might undertake in improving the experience of educationally deprived children. The chapters and some of their subtopics are (1) "Training Better Teachers and Getting New Ones"—a citywide workshop, summer teacher projects, shortcut to teacher recruitment, teachers on parttime schedule, master teacher and student teacher practicum, teaching remedial reading to subject specialists; (2) "Aides for Teachers"—home visiting-aides, training of child-care aides, lay readers, recruiting and training aides, foreign language laboratory aides, typical duties of aides; (3) "School Volunteers"—volunteers for a reading program and for conversational English, teenage volunteers for libraries, senior citizen volunteers; (4) "Child-to-Child Tutoring"—sixth graders tutor first graders, research in attitudinal changes of tutors, tutors devise their own curriculum, tutoring built on out-of-school interests, a babysitting service; (5) "A Community Has All the People a School Needs"—partnership with the university, high school remedial reading in college, guests from other lands, self-teaching by typewriter, adventure in a Kentucky Hollow, community resource representative. (JS)

ED 034 718 24 SP 003 393

Leslie, Larry L.

Improving the Student Teaching Experience Through Selective Placement of Students.

Utah Univ., Salt Lake City.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-H-015

Pub Date Aug 69

Grant—OEG-8-9-540015-2019(058)

Note—85p.

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—*Cooperating Teachers, Demography, Interpersonal Relationship, Personality, Practicum Supervision, *Student Teachers, Student Teaching, Teacher Behavior, *Teacher Placement

A study was conducted to determine whether matching of student teacher and cooperating teacher would produce improved student teacher performance and attitude. Ninety student teachers were randomly assigned to five treatment groups: a control group and four experimental groups differing in the extent to which students were matched to cooperating teachers on the basis of demographic and/or personality variables such as socioeconomic status, rural-urban background, religion, security, autonomy, innovativeness. Demographic and personality data was collected from a variety of sources including files, questionnaires, Q-sort, and interviews. Performance and attitude measures included attitude inventory pre- and posttests, student and teacher questionnaires and interviews, supervisor and

cooperating teacher evaluations, and time budget analysis interviews and interaction analysis observations conducted three times at equal intervals for a sample of 10 randomly selected students from each group. Data analysis included various statistical tests for verification of controls, determination of predictor variables, and analysis of differences among the five groups. Major findings: The methods of matching used, as a composite, did not produce results superior to traditional student assignment; within-group comparisons appear to demonstrate the theoretical advantages of matching in general. Full findings and data-gathering instruments are included. [Not available in hard copy due to marginal legibility of original document.] (JS)

ED 034 719

Hoehn, Lilburn P., Ed.

Teaching Behavior Improvement Program.

Michigan-Ohio Regional Education Lab., Inc., Detroit.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-1465

Pub Date Jul 69

Contract—OEC-3-7-061465-3071

Note—253p.

Available from—Michigan-Ohio Regional Educational Laboratory, Inc., 3750 Woodward Avenue, Detroit, Michigan 48201

EDRS Price MF-\$1.00 HC-\$12.75

Descriptors—Behavioral Objectives, Feedback, *Inservice Programs, *Inservice Teacher Education, Interaction Process Analysis, Microteaching, Program Administration, Program Design, *Self Evaluation, Small Group Instruction, *Teacher Behavior, Teachers, Teaching Skills, Training Techniques

Identifiers—Flanders System of Interaction Analysis

This document, intended for use by those who might wish to implement such a program, describes an inservice teacher self-improvement program based on goal setting by the teacher, practice of new skills, feedback about teaching performance, and self-analysis of the dissonance between goals and practice. Chapter 1 presents rationale and history of the program, which has undergone two years of development and testing in real school situations. Chapter 2 deals with factors a prospective leader must be concerned with before working with Field Action Units (FAU's) of four to six participating teachers, e.g., working with administrators, selecting participants, time, cost, materials and equipment. Chapter 3, the training design itself, has four sections: (1) the three-phase implementation (leader teaches use of tools; FAU's analyze teaching behavior; teachers provide self-direction); (2) the seven-part improvement strategy (seek goal statements, collect and order data, analyze and interpret data, select behavior to be changed and plan strategy, practice behavior and analyze practice session, try in the classroom, evaluate change and plan next activity); (3) program flow chart; (4) suggestions for FAU meeting. Chapter 4 reviews procedures for program evaluation and presents results of field trials. Appendixes include lists of books and materials which can be purchased and manual-type materials on interaction analysis, behavioral objectives, microteaching, teaching skills, and student feedback. (JS)

ED 034 720

Clothier, Grant, Ed.

Curriculum Guidelines for Inner-City Teacher Education.

Mid-Continent Regional Education Lab., Inc., Kansas City, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 69

Contract—OEC-3-7-062876-3076

Note—152p.

EDRS Price MF-\$0.75 HC-\$7.70

Descriptors—Class Management, Educational Sociology, Elementary School Teachers, Mental Health, *Preservice Education, Secondary School Teachers, *Teacher Education Curriculum, Teacher Role, Teaching Techniques, Urban Culture, *Urban Teaching, Urban Youth

The curriculum outlined here was developed within the Cooperative Urban Teacher Education Program (See ED027265 and ED032255) where the content has been used with preservice ele-

mentary and secondary teachers for two years. Content for teacher education, sociology, and mental health are presented in separate sections of the monograph, but the introduction, which sketches rationale and historical development of the guidelines, includes a suggested calendar of events (for a semester block which includes student teaching) to illustrate how course content is interrelated. The total curriculum is organized into a three-phase framework: (1) teaching assignment, school organization, and facilities; (2) subject matter adequacy and class control; (3) individual problem students. The three sections on teacher education, sociology, and mental health each contain lists of major concepts, pertinent activities, and resources under several major topics for each phase of the curriculum. Examples of major topics within each section are (1) teacher education: the function of the teacher, the analytical study of teaching, teaching strategies for stimulating pupil responsibility and for individualizing instruction; (2) sociology: social organization of the school, the culture of the inner city, social deviance in the inner-city child; (3) mental health: increasing self-awareness, increasing understanding of pupils. Several pages of illustrative material are also included for each section. (JS)

ED 034 721 **SP 003 396**
Teacher Education in Florida, 1968-1978. Report of the Role and Scope Task Force on Teacher Education.

State Univ. System of Florida, Tallahassee.

Pub Date Sep 69

Note—129p.

EDRS Price MF-\$0.75 HC-\$6.55

Descriptors—College Teachers, *Educational Needs, *Educational Resources, Elementary School Teachers, Junior Colleges, Models, Program Design, Program Evaluation, Secondary School Teachers, *State Universities, *Teacher Supply and Demand

This report, which identifies problems and needs of teacher education in Florida through 1978, is the product of a 3-year task force created to explore the educational manpower needs and to study the present potential capacity of the State University System for meeting these needs. Chapter 1, which discusses the broad context of the new technology and the teacher's changing role, outlines the State University System's mission to develop and disseminate teaching technology while maintaining quality control of training program. Chapter 2 surveys the supply of teachers, source of supply, comparison with national supply, continuing and in-service needs, and other facts relative to staffing of Florida's public schools from kindergarten through junior college. Chapter 3 surveys teacher preparation programs currently available or in planning stages in the various state certification categories in each of the seven state universities. Surveyed also for each university are instructional personnel and students, classroom and laboratory space, library space and resources, supplementary facilities and personnel, and resources needed. Chapter 4 presents a proposed model for the design and evaluation of teacher training programs and recommends a plan for establishing it through a state teacher education research and development program. Chapter 5 lists the specific recommendations identified as most urgent. Appendixes contain numerous supplementary data tables. (JS)

ED 034 722 **SP 003 397**

Burdin, Joel L.

Progress and Prospects: The State of the Association.

American Association of Colleges for Teacher Education, Washington, D.C.

Pub Date 69

Note—28p.

Available from—American Association of Colleges for Teacher Education, 1 Dupont Circle, N.W., Washington, D.C. 20036 (Free)

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors—*Activities, Interagency Cooperation, Interinstitutional Cooperation, *National Organizations, *Teacher Education

At the beginning of its second 50 years the American Association of Colleges for Teacher Education (AACTE), a national voluntary consortium of more than 830 colleges and universities, is proud of its achievements and points to unmatched public concern as it continues efforts

to promote the preparation of effective teachers in response to today's needs. AACTE's influencing activities grow from its interorganizational interactions with numerous groups in the education community as well as from intra-AACTE relationships. The Executive Committee, representative of the broad institutional base, along with the headquarters staff and various other committees and special project staffs share with collegiate colleagues their experiences, expertise, and perspectives gained through nationwide activities. The annual meetings provide a forum. Direct assistance is provided to constituents through several types of involvement, e.g., consultative and information services, recognition of exemplary programs, funding aid. AACTE is committed to stimulation of excellence through accreditation of preparation programs conducted by institutions. It promotes international understanding and competence through programs on campuses and abroad. Through specially funded projects, such as the one in urban leadership development, it assists in setting up programs and in generating and disseminating new ideas. (Included are the Association's objectives and a description of its organizational structure.) (JS)

ED 034 723 **SP 003 398**
Report on the Intern Teaching Program.

Temple Univ., Philadelphia, Pa. Coll. of Education.

Pub Date Apr 67

Note—42p.; 1969 AACTE Distinguished Achievement Award entry.

EDRS Price MF-\$0.25 HC-\$2.20

Descriptors—Beginning Teachers, *Graduate Study, *Internship Programs, Masters Degrees, Secondary School Teachers, *Teacher Education, Teacher Supervision

Identifiers—Temple University

Teaching interns in the Temple program proceed through a 2- or 3-year training cycle which begins with a full-time, 6-week summer session of orientation to teaching for 8 semester hours of graduate credit. Interns accept a full-time, full-salary teaching position in a secondary school and during the first year enroll in the University for supervision and a weekly seminar (4 semester hours of graduate credit). During the second and third years of teaching, the intern enrolls in graduate courses for an additional 18 hours: four required courses on teaching of reading, nature of learning, special subject methods, and the school's role in society plus electives in an academic field or in professional education. Supervision continues, and upon completion of 30 semester hours, 2 years of satisfactory performance as a classroom teacher, and a comprehensive examination, the intern is eligible to receive a Master's Degree in Education. (Included are brief history and objectives of the program; course descriptions and outline of the program of field supervision; information on staff load and development activities; description of organization and administration as they relate to faculty and to student admissions, advisement, and degree requirements; description of equipment and facilities; and enrollment statistics including profile of current student population. SP 003 399 is a related document.) (JS)

ED 034 724 **SP 003 399**
Hill, Russell A. Medley, Donald M.
Change in Behaviors of First Year Intern Teachers.

Pub Date Feb 68

Note—17p.; Paper presented at the American Educational Research Association meeting, Chicago, February, 1968

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—*Beginning Teachers, *Behavior Change, Student Teacher Relationship, *Teacher Behavior, Teacher Improvement, *Teacher Interns

A study measured changes in the teaching behavior of 70 first-year Temple University interns teaching in metropolitan Philadelphia secondary schools. Subjects, selected from 110 on the basis of subject and grade level, had received 6 weeks of graduate training in the summer prior to placement; they participated throughout the year in seminar classes while receiving close University supervision. Each of two observational instruments—Flanders' Interaction Analysis (IA) and Medley's Observation Schedule and Record 4-verbal (OSCAR 4V)—were used by one of two observers who visited

the same teacher at the same time; interns were observed four times, twice in early February and twice in late May. The differences between the pairs of observation were expected to reflect positive change over the hypothetical period of accelerating growth. Significant differences were found on 14 IA scales and on 15 OSCAR scores; OSCAR scores were also rescaled to form orthogonal contrasts, and 14 of these new scales indicated significant changes in teaching behavior. Overall results: In May the intern teachers were describing more, using more divergent questions and less convergent questions, and being less evaluative and more neutral in their responses; there appeared to be a shift from direct student response to student initiated responses with student responses more often accepted or neutrally evaluated rather than praised or criticized. (SP 003 398 is a related document.) (JS)

ED 034 725 **SP 003 400**
[Wabash Valley Supplementary Educational Center.]

Indiana State Univ., Terre Haute.

Pub Date 69

Note—157p.; 1969 AACTE Distinguished Achievement Award entry

EDRS Price MF-\$0.75 HC-\$7.95

Descriptors—*College School Cooperation, Demonstration Projects, *Educational Improvement, Educational Innovation, Program Evaluation, *Regional Cooperation, *Supplementary Educational Centers, *Teacher Education

The Wabash Valley Supplementary Educational Center, the organization and activities of which are described in this report, is one of several multidistrict, multifunctional supplementary centers in the state of Indiana. Unique in that a university has contracted its operation, the Center has a two-fold purpose: (1) to provide educational services which cannot be provided by the schools individually, and (2) to provide for demonstration of exemplary programs to shorten the "innovation lag." Eight western Indiana counties and 20 school corporations enrolling more than 50,000 students are involved in this cooperative effort. Projects of the Center encompass a wide range of topics (music, history, pupil personnel, measurement and evaluation, elementary language arts, program evaluation, team teaching, and programed instruction) and a variety of activities (in-service workshops, demonstration classrooms, consultant services, specialized teaching materials, equipment, exhibits, and services, for example). Each of the projects of each administrative division is described here in terms of objectives, personnel involved, and evaluation of the effectiveness and extent of contribution to teacher education and improvement. Also included is a description of the general organization and development of the Center. (Author/ES)

ED 034 726 **SP 003 401**
Pre-Service Teacher Education in Canada.

Bibliographies in Education, No. 1.

Canadian Teacher's Federation, Ottawa.

Pub Date Jun 69

Note—26p.

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—*Bibliographies, *Preservice Education

The 358 items in this bibliography are divided into three sections: Books and Papers—54 entries; Articles and Excerpts from Books—253 entries; and Theses—51 entries. Sources consulted in preparing the bibliography included the "Canadian Education Index," selected periodicals (for about 10 years before the Index was initiated in 1965), "Canadiana," the Canadian Education Association registries of theses, and subject indexes of books and pamphlet materials in the Canadian Teachers' Federation Library. The preface indicates that the bibliography is "reasonably complete for the past ten years and includes some earlier material as well." (JS)

ED 034 727 **SP 003 402**
How To Negotiate: A Handbook for Local Teacher Associations.

National Education Association, Washington, D.C.

Pub Date 69

Note—58p.

Available from—Publications-Sales Section, National Education Association, Washington, D.C. 20036 (NEA Stock No:381-11926, \$0.75)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—*Collective Negotiation, *Teacher Associations

This handbook describes techniques of negotiation applicable to units representing teachers and supervisors or teachers only. There are 10 chapters dealing with various aspects of negotiation: (1) "The Local Association as the Teacher's Advocate"—notes regarding authority to negotiate with the board of education; (2) "The Negotiating Team"—suggestions on qualifications, size, role, responsibility, authority, selection, and attitudes required of the negotiator; (3) "Organizational Readiness"—discussion of membership, communication with members, dues, state and national liaisons, policies, operating guidelines, legal counsel; (4) "Supporting Activities"—notes on the committees and their tasks; (5) "Preparing the Proposal"—guidelines regarding its content and form; (6) "Pre-negotiation Planning"—a preliminary checklist and notes on method of operation and negotiation practice; (7) "Backup Research"—list of necessary information and notes on the use of data; (8) "At the Negotiating Table"—do's and don'ts regarding relationship between the teams, ground rules, presenting the proposal, the negotiation dialogue, winning agreement, sequence of negotiation, tentative agreements, caucus and adjournment; (9) "Impasse Resolution"—notes on the use of mediation and fact-finding or arbitration to resolve it; (10) "Ratification." Appendixes include the NEA resolution on negotiation, a list of appropriate articles for a comprehensive agreement (master contract), and a research bibliography. (JS)

ED 034 728 SP 003 403

Computer Uses in Instructional Programs. Bibliographies in Education, No. 4.

Canadian Teacher's Federation, Ottawa.

Pub Date Nov 69

Note—19p.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—*Bibliographies, Class Management, *Computer Assisted Instruction, Counseling, Educational Games, Guidance, Individualized Instruction, Problem Solving, Simulation, Testing, Tutoring

This bibliography, compiled from American and Canadian periodical and book indexes, covers a period of approximately five years. Entries deal with the variety of computer applications in instruction; administrative uses and library automation are not included. The 204 entries are separated into six categories: (1) Bibliography—8 entries; (2) General—60 entries; (3) Guidance and Counseling—27 entries; (4) Simulation and Games—19 entries; (5) Testing, Evaluation, and Instructional Management—21 entries; (6) Tutorial, Drill and Practice, Problem-Solving—69 entries. Sources include "Canadian Education Index" (CCRE), "Education Index," "Current Index to Journals in Education," "Research in Education" (ERIC), "Cumulative Book Index," "Psychological Abstracts," "Education Studies Completed in Canadian Universities" (CEA), and "Research Studies in Education" (Phi Delta Kappan). (JS)

ED 034 729 SP 003 404

Steen, Margaret T. And Others

A Program of Teacher Development for a System of Individualized Education.

Pub Date 69

Note—12p.; Paper presented at the Annual Meeting of the American Psychological Association, Washington, D.C., Sept. 2, 1969

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—Behavior Change, *Individualized Instruction, *Inservice Teacher Education, Reinforcement, Teacher Behavior, Teachers, Teacher Supervision, Training Techniques

Identifiers—Project PLAN

An inservice development program was designed to insure that teachers acquire skills crucial for the operation of an individualized program, that these skills be acquired in a relatively short time, and that transfer be made to the classroom setting. The program consisted of (1) two preservice conferences covering information on materials organization, room arrangement, computer services, individualizing the student's programs, tutoring and counseling skills and (2) inservice consultant services. Behavioral objectives were written to be achieved in the conference setting and performance criteria developed to

define desired classroom behaviors. Materials were presented as modules consisting of sets of objectives and activities which could be completed independently or with partners or small groups; they included written material, filmstrips, slides, and problem-solving games. Training conference activities incorporated the social learning techniques of scheduled reinforcement, imitation, and successive approximations. The use of consultants as change agents provided the means for individualization of the affective variables. Consultants visiting a teacher's classroom identified and reinforced some desired behaviors and aided in the acquisition of others through such techniques as review and supplementation of conference materials, reinforcement of approximations of appropriate behavior, and several types of modeling procedures. (JS)

ED 034 730 SP 003 405

Beatty, Walcott H., Ed.

Improving Educational Assessment & An Inventory of Measures of Affective Behavior.

Association for Supervision and Curriculum Development, Washington, D.C.

Pub Date 69

Note—174p.

Available from—Publications-Sales Section, National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036 (Stock No.: 611-17804, \$3.00)

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—*Affective Behavior, Attitude Tests, Classroom Observation Techniques, Creativity, Curriculum Evaluation, *Educational Testing, Educational Theories, *Evaluation, Interaction, Measurement Goals, *Measurement Instruments, Motivation, Personality Tests, Program Evaluation, Readiness, Self Concept

The first half of this publication consists of four papers presented at a 1967 working conference intended to foster the development of a theory of educational assessment. Topics discussed in "The Purposes of Assessment" by Ralph W. Tyler include assessment for diagnosis, for individual guidance, for college admissions and placement, and assessment of pupil readiness, of innovations, and of learning materials and procedures. In "Language, Rationality, and Assessment," Robert E. Stake's topics include curriculum evaluation, congruence and contingency, generalizability of findings, and rationalism and empiricism. "Evaluation as Enlightenment for Decision Making" by Daniel L. Stufflebeam includes sections on the state of the art in educational evaluation and on the nature of evaluation. The final essay by Walcott H. Beatty, "Emotion: The Missing Link in Education," focuses on self-concept, motivation, and learning and the promotion of affective development. The second half of the book is an annotated resource list of 133 instruments already developed or under development for measuring eight different categories of affective behavior. The categories and number of instruments reviewed in each are Attitude (10), Creativity (7), Interaction (15), Miscellaneous (19), Motivation (27), Personality (23), Readiness (3), and Self-Concept (29). The measures are indexed by author, title, and abbreviation. (JS)

ED 034 731 SP 003 406

Knowledge and Understanding in Physical Education.

American Association for Health, Physical Education and Recreation, Washington, D.C.

Pub Date 69

Note—134p.

Available from—Publications-Sales Section, NEA, 1201 16th St., N.W., Washington, D.C. 20036 (\$5.00).

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—*Concept Teaching, Elementary School Curriculum, Fundamental Concepts, High School Curriculum, *Physical Education, *Program Content, *Spiral Curriculum, Standardized Tests, *Teacher Education

This manual represents an attempt to summarize and organize the intellectual content of physical education (i.e., the facts and understandings upon which the exercises and activities of the physical education programs are based). It is designed for a two-fold purpose: (1) to serve as a basis of instruction which lends itself to evaluation through written tests (in particular,

the standardized tests being developed by Educational Testing Service of Princeton in conjunction with AAHPER), and (2) to be used, evaluated, and refined by classroom teachers and physical education specialists. The essential skills and concepts of physical education are outlined under three major headings (Activity Performance, Effects of Activity, and Factors Modifying Participation in Activities and Effects of Participation). Each item is accompanied by "factual statements describing the skill or concept, stating its importance, analyzing it scientifically, and noting its application or relationship to performance." Each concept has been graded according to its appropriateness for the elementary, junior, and/or senior level of instruction, so that there is a progression from the simple to the more complex concept. Also included are brief reviews of the nature and use of standardized tests and of the manual itself. (Author/ES)

ED 034 732 SP 003 408

Farley, George T. Clegg, Ambrose A., Jr.

Increasing the Cognitive Level of Classroom Questions in Social Studies: An Application of Bloom's Taxonomy.

Pub Date 8 Feb 69

Note—21p.; Paper presented as part of a symposium on "Research in Social Studies Education" at the Annual Convention of the American Educational Research Association, Los Angeles, California, February 8, 1969

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—*Abstraction Levels, *Classroom Observation Techniques, *Cognitive Processes, *Inservice Teacher Education, Questioning Techniques, *Student Teacher Relationship, Student Teachers

Identifiers—*Bloom's Taxonomy of Educational Objectives, Teacher Pupil Question Inventory, TPQI

A study was undertaken to determine (1) if six student teachers who received instruction (in eight weekly individual or group training and feedback sessions) in the use of Bloom's taxonomy would operate within the classroom at a higher cognitive level than a control group of six who received equal time instruction using a placebo-type treatment; (2) if two groups of trainer observers (administrators who were experienced in the taxonomy and cooperating teachers who were introduced to the taxonomy in much the same manner as their student teachers) could agree between and within themselves as to the cognitive level of questioning occurring within the classroom during the teacher-pupil dialogue as measured on the Teacher-Pupil Question Inventory (TPQI); and (3) if there were a difference in the percentage of above-memory questions asked by teachers who had training in the use of the taxonomy and those who had no training. Each student teacher made a weekly tape recording of a social studies lesson; tapes of the third, fifth, and seventh weeks were rated by both groups of observers. Analysis of the data, using chi square and analyses of variance, showed a significant difference favoring the experimental group of student teachers, and test results found no significant difference in the rating scores of the observers. (Conclusions and recommendations are included. Appendixes contain the TPQI and a summary of the taxonomy, as modified by Sanders in 1966.) (JS)

ED 034 733 SP 003 409

Politzer, Robert L.

Performance Criteria for the Foreign Language Teacher. Technical Report No. 1A.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-5-0252

Pub Date May 67

Contract—OEC-6-10-078

Note—62p.

EDRS Price MF-\$0.50 HC-\$3.20

Descriptors—*Audiolingual Methods, *Language Instruction, *Language Teachers, *Performance Criteria, Research Needs, Teacher Education, *Teacher Evaluation

The performance criteria which are enumerated and briefly discussed in this booklet represent an attempt by foreign language teachers trained in the Stanford Teacher Education Program "to describe the essential features of the performance of the good and experienced lan-

guage teacher." They are intended to be of use as a series of tentative hypotheses for further research, a guide to evaluation of teacher performance, and an instrument for teacher training. The teachers involved in the development of this booklet (the majority of whom are teaching the first or second levels in an audio-lingual approach to language instruction) have identified 11 general types of classroom activity: audio-lingual activity, presentation of basic material, teaching of structure, teaching of pronunciation, teaching of sound-letter correspondence, teaching of reading, teaching of culture, using visual aids, use of electronic equipment, making homework assignments, and testing. Each of these has been defined more completely in terms of a variety of specific and observable behaviors which are presented in both outline and discussion form. Included is a sample evaluation sheet based on the criteria. The booklet is part 3 of a syllabus being developed for the training of language teachers in applied linguistics, language review, and performance criteria. (Author/ES)

ED 034 734 SP 003 410
Salomon, G.

What Does It Do to Johnny? A Cognitive-Functionalistic View of Research on Media.

Pub Date Jun 69

Note—45p.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Cognitive Processes, *Educational Research, *Instructional Media, *Learning Theories, *Media Research, *Mediation Theory, Research Needs, Stimulus Behavior

Research in instructional media needs to relate itself to research in other fields, e.g., human development, individual differences, and information processing, being nourished by other theories and in turn nourishing them. Thus it needs to deal with the functions of stimuli, laying the foundations of a prescriptive theory that concerns itself with the relationship between how things are presented and how they are learned. Research questions must be formulated in terms of the interaction between stimuli and cognitive functions. The hypothetical stimulus dimensions suggested here might lead to the formulation of theory-oriented research questions. The first dimension—the amount of information or response uncertainty—is superordinate to the others and should provide answers to the general question of how much motor, observational, perceptual, or conceptual activity is undertaken by the learner. The second—the explicitness of presenting information to be learned—ought to indicate how much specific mental activity takes place as a result of exposure to a certain kind of stimulus presentation by a particular learner. The other dimensions—the distance between the mode of presentation and the learner's level of mental development and the activation of specific operations as a function of stimulus structure—answer the question of what mental operations are called for by different kinds of stimuli and which are prerequisite to extracting information from them. [Not available in hard copy due to marginal legibility of original document.] (JS)

ED 034 735 SP 003 412
Ward, William T.

Increasing Teacher Effectiveness Through Better Use of Scientific Knowledge.

Pub Date 18 Mar 69

Note—24p.; Address given to National Federation for Improvement of Rural Education, Denver, Colorado, March 18, 1969

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—Classroom Environment, *Educational Research, *Educational Strategies, *Effective Teaching, Individualized Instruction, Inquiry Training, Interaction Process Analysis, Learning Processes, *Systems Approach, *Teacher Education

The major emphasis of this paper (a summary of the results and implications of recent research into the nature of the teaching process) is the relationship between teacher behavior patterns and teacher effectiveness. The underlying thesis is that application of the scientifically supported systems approach to teacher training can yield (and has yielded) significant improvement in teacher effectiveness (i.e., "the ability to create the classroom conditions considered essential for attainment of multiple educational objectives.") Among the concepts and teaching strategies

which the author defines, summarizes, and examines in terms of his thesis are those related to: (1) inquiry ("an attitude toward learning and a philosophy of education"); (2) productive thinking (Questioning strategies); (3) guided learning (emphasis on the particular nature of the learner and the learning task); (4) creativity (supportive materials and approaches); (5) interpersonal relations (sensitivity training); (6) clinical supervision (interaction analysis systems); and (7) academic achievement (the positive effect of these strategies on pupil growth). The paper presents a rationale and model for preservice and inservice teacher training based on those systems or strategies "for which there is either empirical evidence, or apparently sound theory, or both." (ES)

ED 034 736 SP 003 415
Bebb, Aldon M. Monson, Jay A.

A New Model for the Supervision of Student Teaching.

New York Univ., N.Y. Tri-University Project in Elementary Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 69

Note—22p.

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—College School Cooperation, *College Supervisors, *Cooperating Teachers, Inservice Teacher Education, Models, *Practicum Supervision, *Student Teaching, *Teacher Role

A pilot inservice training program for supervising (cooperating) teachers was planned in which traditional roles were modified. It was theorized that decentralization of the responsibility for supervision of student teaching would allow better utilization of the college supervisor's training and time, opportunity for inservice growth and increased professionalization for the supervising teachers, and more relevant supervision for student teachers. The focal point of the plan was the acceptance by the supervising teacher of the major responsibility for guiding the professional growth of the student teacher. College supervisors did not observe student teachers or confer with supervising teachers except as invited consultants. Instead they conducted weekly seminars for supervising teachers (during a half day of released time) to provide knowledge and skill development in effective student teacher supervision. Typical seminar topics were role expectations, conference techniques, behavioral objectives, verbal and nonverbal interaction analysis systems, and student teacher evaluation. College supervisors also conducted weekly or bi-weekly seminars for student teachers for application of methods and curriculum background and discussion of problems they faced. An instrument utilizing the critical incident technique and two questionnaires were developed to evaluate the program; overall findings indicated that general reactions by both teachers and students were consistently favorable.

ED 034 737 SP 003 416
Leper, Robert R., Ed.

Supervision: Emerging Profession. Readings from "Educational Leadership."

Association for Supervision and Curriculum Development, Washington, D.C.

Pub Date 69

Note—266p.

Available from—Publications-Sales Section, NEA, 1201 16th St., N.W., Washington, D.C. 20036 (Stock No. 611-17796, \$5.00)

EDRS Price MF-\$1.00 HC Not Available from EDRS.

Descriptors—*Educational Administration, Leadership Responsibility, Professional Occupations, School Supervision, *Supervision, *Supervisors, Supervisory Activities, *Teacher Education, *Teacher Educator Education, Teacher Supervision

This collection of 65 articles related to the profession of educational supervision is intended primarily for use with students in teacher education. Represented in the single volume are articles from a decade of writing (1960-69) by leaders in the "emerging profession" of supervision. The essays, which cover a wide range of subjects in their attempt to "analyze current needs and to project sound proposals for meeting them in the perspective of the future," fall into five major sections: "Leadership: Talent for Growth"; "Issues in Professionalization"; "Research: Instrument for New Knowledge";

"The Supervisor at Work"; "Supervision: Its Potential." In his introduction to the collection, Fred T. Wilhelm stresses that in the midst of the great ferment and growth of the last decade—both of which are reflected in the content of this book—one thing is certain: "the need for organized leadership, always great, is going to increase. The forms will change; the structure of staff organization will change; the nature and extent of participation by teachers and others will change. But the need for trained, dedicated leaders will not change—except to grow." This book is intended to help meet that need. (Author/ES)

ED 034 738 24 SP 003 418
Pate, Robert T.

Inquiry Patterns in Elementary Teaching. Final Report.

Wichita State Univ., Kans.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-F-041

Pub Date Sep 69

Grant—OEG-6-9-008041-0048

Note—147p.

EDRS Price MF-\$0.75 HC-\$7.45

Descriptors—*Behavior Patterns, *Elementary School Teachers, *Inquiry Training, *Interaction Process Analysis, *Questioning Techniques, Teacher Education

The purpose of this research project was to analyze the act of questioning (i.e., the types of questions asked by teachers in class discussions) in order to discover possible patterns of inquiry exhibited by teachers. Each of the 30 participating elementary school teachers (randomly selected from the greater Wichita area) was asked to provide three 15-minute tape recordings of classroom discussions related to ongoing learning activities. One tape was requested early in the first semester, one at midsemester, and one near the end of the school year. Analysis of the resultant data, in terms of the kinds and frequency of teacher-initiated questions, yielded the following conclusions: "(1) that the individual teacher does exhibit a pattern in the kinds of questions she asks when the sample is drawn over a one-year period; (2) that there is no apparent general pattern exhibited by all teachers; (3) that there are some specific patterns exhibited by many teachers which are consistent throughout the year, such as opening discussion sessions with a convergent question and using a divergent question at discussion midpoint; and (4) that teachers used the inquiry for student opinion as their primary divergent activity." Appendixes include a graphic presentation of the tape analysis and the Questions Analyzer (the instrument designed to classify types of questions.) (Author/JS)

ED 034 739 SP 003 419
Ayers, Jerry B. And Others

An Exemplary Program in Higher Education for Chemists, Engineers, and Chemistry Teachers.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 69

Note—28p.; Paper presented before the Southeastern Regional Meeting of the American Chemical Society, Richmond, Virginia, November 7, 1969

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors—*Chemistry Instruction, *Educational Specifications, *Higher Education, *Individualized Instruction, *Instructional Programs, Job Analysis, Models, Performance Criteria, Preservice Education

This paper presents the rationale, structure, and specifications for a model program for the preparation of chemists, chemical engineers, and high school chemistry teachers. The model (an application of systems technology to program development in higher education) is based on the structure provided by the Georgia Educational Model Specifications for the Preparation of Elementary Teachers. The proposed instructional program is based on performance specifications related to the three chemistry-related occupations and is arranged in a three-phase career sequence (preprofessional, professional, and specialist). Emphasis is on (1) individualization of instruction through the use of proficiency modules (student contract units classified by type and blocks and arranged in appropriate sequence); (2) increased on-the-job laboratory experience in five types of

laboratory facilities; and (3) the process of continuous and differentiated evaluation. Illustrative materials include: a conceptual model of job analysis, essential parts of a complete proficiency module (PM), essential parts of each PM learning task, specifications for various study sequences, and a conceptual summary network for development and evaluation of the model. (ES)

ED 034 740 SP 003 422

Herbert, John, Ed. Ausubel, David P., Ed. *Psychology in Teacher Preparation. Monograph Series No. 5.* Ontario Inst. for Studies in Education, Toronto. Pub Date 69. Note—128p.

Available from—Ontario Institute for Studies in Education, 102 Bloor St. West, Toronto 5, Ontario, Canada (\$3.00)

Document Not Available from EDRS.

Descriptors—*Cooperative Planning, *Educational Needs, Educational Objectives, *Educational Psychology, Learning Theories, Program Improvement, Program Proposals, *Teacher Education Curriculum, *Teacher Educators

The underlying assumption of this collection of papers written by professors of educational psychology in universities or colleges in Canada, the United States, and Britain is that "teachers are receiving an entirely inadequate preparation in psychology" and that educational psychology as it is now taught in teacher-preparation programs ought to be changed drastically and soon.

The 17 articles, representing a variety of approaches to analysis or solution of this problem, are organized under four major headings: (1) The Problem, (2) Issues and Positions (each paper in this section is followed by a critical commentary), (3) Programs and Proposals, and (4) The Future. A variety of sharply opposed views are presented in the exploration of general issues related to institutional, pedagogical, and/or curricular reform. From the diverse proposals and possible solutions which are offered in this collection the editors have identified five "medium-term" goals—goals upon which there is more general agreement and which permit immediate action: "improvement of communication; development of a new group of professionals to mediate between psychologists and teachers and translate theory into practice; institution of medium-sized curriculum projects in teacher preparation; planning of more effectively differentiated programs of teacher education; and a study of the possibility of forming professional advisory groups to keep local and national officials informed of the needs of teacher education." (Editor/ES)

ED 034 741 SP 003 423

Medley, Donald M., Hill, Russell A. *A Comparison of Two Techniques for Analyzing Classroom Behaviors.*

Pub Date 8 Feb 68. Note—16p. Paper presented at the American Educational Research Association meeting, Chicago, Feb. 1968.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—Behavior Patterns, *Classroom Observation Techniques, Comparative Analysis, *Interaction Process Analysis, *Measurement Instruments, *Student Behavior, *Teacher Behavior, Teacher Education, Teacher Evaluation

This document reports the results of a comparative analysis of the Flanders Interaction Analysis Technique (FIAT) and the Observation Schedule and Record, Form 4, Verbal (OSCAR 4V) in terms of the kinds of information about teacher behavior which each observation technique provides. A systematic program of recorded observation (involving 70 first-year junior or senior high school teachers enrolled in an internship training program for college graduates) yielded four pairs of records made in the classrooms of each of the 70 teachers—a total of 280 pairs of records. The 10 factors considered in comparing the two techniques according to the principles of rotated factor analysis are: (1) lecturing behaviors, (2) question type, (3) question difficulty, (4) pupil initiations, (5) criticizing behavior, (6) listening behavior, (7) extended accepting behaviors, (8) question source, (9) permissive behavior, (10) managing behavior. Although each observation system gives some information not provided by the other, the authors suggest that, since OSCAR 4V keys are based on twice as many basic categories as are used in

FIAT, they may prove more helpful in feedback applications (i.e., in giving clearer indications of the specific kinds of behavior which a teacher might consider if he wished to change his score in a particular area). (ES)

ED 034 742 SP 003 432

Maclay On-Site Training Project (MOST): A Project in Compensatory Education. Final Report. San Fernando Valley State Coll., Northridge, Calif.

Spons Agency—California State Dept. of Education, Sacramento. Office of Compensatory Education.

Pub Date 67.

Note—13p.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—*Compensatory Education, Demonstration Projects, *Disadvantaged Youth, *Effective Teaching, *Evaluation Methods, Interinstitutional Cooperation, Language Research, Student Attitudes, Teacher Characteristics, *Teacher Education

The essential goal of the Maclay On-Site Training Project is "to develop a method for training teachers who will be effective with the educationally disadvantaged." Although this final report summarizes the objectives and design of the overall project and its five components, its emphasis is on research developments related to ways of evaluating teacher effectiveness (i.e., the ability to change pupils, to improve pupil attitude toward school, and to eliminate the linguistic deficiencies that limit student achievement). Experimental research with a specially constructed eye camera (designed to measure pupillary dilation as an indicator of attitude) demonstrated this attitude measure to be reliable and valid in the school situation. Research into diagnosis and remediation of specific linguistic deficiencies of a selected group of educationally disadvantaged pupils involved (1) an analytical study which showed positive results in describing the linguistic deficiency, (2) a summer program undertaken to design specific instructional procedures aimed at remediation (described in appendix A), and (3) an evaluation of the effectiveness of these procedures as applied in the classroom (to be completed in the near future). Also described is the approach used in determining the effects of the project on teacher trainees (an approach based on multiple measurements which provide profile descriptions of successful trainees). (Author/ES)

ED 034 743 SP 003 435

Youth Music Institute. (University of Wisconsin, Madison, July 7-August 1, 1969).

Wisconsin Univ., Madison. University Extension. Spons Agency—Music Educators National Conference, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date 69.

Note—132p.

EDRS Price MF-\$0.75 HC-\$6.70

Descriptors—Changing Attitudes, Educational Innovation, *Institutes (Training Programs), Interinstitutional Cooperation, *Music Education, Secondary School Students, Secondary School Teachers, *Student Participation, *Student Teacher Relationship, *Teacher Attitudes

The purpose of the 4-week Youth Music Institute was to involve students, music educators, guidance counselors, and professional musicians in a common learning situation and, thus, to open a dialogue which "would help bridge the communication gap that exists between society, its educational institutions, and its youth." Although the subject matter was youth music, the underlying emphasis was on the teaching-learning process (the interpersonal student-teacher relationship) and on developing the attitudes necessary to effective communication. Among the distinctive features of the institute were: (1) its attempt to actually retrain music educators by introducing a new element into their teaching program (the music of youth, about which most music educators admittedly knew very little) and into the institute itself (student musicians as participants and, in many situations, as consultants); (2) its concern with music, musicians, and points of view from outside the music "establishment"; and (3) its employment of such instructional techniques as role-reversal (whereby students become teachers and vice versa) and total and continuous participant involvement in goal setting and program planning. The report includes a

variety of materials related to the origin, operation, and outcomes of the project, considered one of the first of its kind. (JS)

ED 034 744 SP 003 437

Recommended Standards for Teacher Education. The Accreditation of Basic and Advanced Preparation Programs for Professional School Personnel.

American Association of Colleges for Teacher Education, Washington, D.C.

Pub Date Nov 69.

Note—27p.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Accreditation (Institutions), *College Programs, Cooperative Planning, *Program Evaluation, *Standards, *Teacher Education, Teacher Education Curriculum, Teacher Educator Education

The recommended standards for teacher education presented in this booklet are the result of a 3-year study conducted by the Evaluative Criteria Study Committee of AACTE. The recommendations are presented in two major sections, one concerned with standards for basic teacher education programs (programs for the initial preparation of teachers through the fifth-year level, including M.A.T. programs) and one concerned with advanced programs (post-baccalaureate programs for the advanced preparation of teachers and the preparation of other professional school personnel). Standards relevant to each of these two program levels are further classified according to the following categories: (1) curriculums, (2) faculty, (3) students, (4) resources and facilities, and (5) evaluation, program review, and planning. Each standard is defined in a one-sentence statement which is accompanied by a general explanation and by specific questions intended to aid in interpretation and application of the standards. The introduction to the booklet presents background information related to the National Council for Accreditation of Teacher Education (NCATE) and to the purposes and process of accreditation. Emphasis is placed on the attempt which has been made to maintain flexibility and "to develop standards which encourage individuality, imagination, and innovation in institutional planning." (ES)

ED 034 745 SP 003 438

The Public School System as Campus: An Organizational Development Approach to Pre-Service Teacher Training.

Newark State Coll., Union, N.J.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—7p.; AACTE Distinguished Achievement Awards entry, 1970.

Journal Cit—1970.

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*College School Cooperation, College Supervisors, Human Relations Programs, Inservice Teacher Education, *Institutes (Training Programs), *Internship Programs, *Preservice Education, Teacher Education Curriculum, *Teacher Interns

This report summarizes a cooperative program in which senior student teachers from Newark State College serve as staff members in the South Brunswick, New Jersey, schools for a 6-week summer training program followed by a full semester of internship in the schools. Among the essential elements of the internship program are: (1) its role as a part of South Brunswick's long-range system-wide Organization Development Program; (2) a 2-week summer program involving interns, cooperating teachers, and college supervisors in human relations training and in the cooperative planning of the work of the following 4-week period; (3) the 4-week inquiry-centered school in which teacher-intern teams worked with small groups of pupils who came to school mornings only, leaving afternoons free for further planning and continuing and immediate diagnosis and evaluation; and (4) follow-up during the fall semester of teaching, being observed and participating in periodic seminars under the direction of the college supervisor. Objectives and values of the program are summarized, with emphasis upon the genuine professional contributions the interns were able to make to the total school program and upon their increased sense of involvement, self-confidence, and personal and professional growth. (ES)

ED 034 746

SP 003 439

Bebb, Aldon M. And Others

Supervisory Conference as Individualized Teaching. Association for Student Teaching Bulletin, No. 28, 1969.

Association for Student Teaching, Washington, D.C.

Pub Date 69

Note—34p.

Available from—Publications-Sales Section, National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036 (\$1.25, Stock No. 867-24480)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Clinical Professors, Cooperating Teachers, Individualized Instruction, Laboratory Training, *Practicum Supervision, Preservice Education, Student Teacher Relationship, *Student Teachers, *Supervisory Methods, *Teacher Educator Education

This manual, developed for supervising teachers and others involved with the professional growth of students during their professional laboratory experience, explores "the means by which supervising teachers may use supervisory conferences to guide students in studying their own teaching behavior." The underlying thesis is that "the conference requires a particularly skillful kind of individualized teaching which must be learned and practiced. It is a skill that can be developed by any supervisor who is willing to expend the time and effort required." The guidelines and materials which are presented as a means to this end are developed under four major headings: (1) The Importance of the Conference (purpose, objectives, and emphasis); (2) Some Ways of Studying Teaching (principles and patterns of verbal interaction, cognitive activity, nonverbal communication, and learning theory, as defined and analyzed by researchers); (3) Principles of Effective Conferences (careful preparation, human relations skill, and productive results); and (4) Rewards of Productive Conferences. A bibliography is included. (Author/ES)

ED 034 747

SP 003 442

Johnson, Mel

Model Program for Teacher In-Service Training Emphasizing the Affective Dimension.

Elk Grove Training and Development Center, Arlington Heights, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 69

Note—47p.

EDRS Price MF-\$0.25 HC-\$2.45

Descriptors—*Affective Behavior, Behavior Change, Group Dynamics, Individualized Programs, *Inservice Teacher Education, Self Evaluation, *Simulation, *Teacher Behavior, *Teacher Seminars, Video Tape Recordings

Realizing that most teachers are quite adequate in their own background of knowledge and skills, sensing the growing threat to students and teachers of the impersonalization and isolation in many crowded classrooms today, the In-Service Training Program Emphasizing the Affective Dimension was innovated at Wheeling High School, Illinois, during the 1967-68 school year. The main objectives were: (1) to expose teachers to situations which would result in their being willing to look at their own behavior and its effect on the atmosphere as well as the behavior of the group, (2) to develop in the teachers an increased desire to consider each student as an individual, and (3) to involve the teachers in assessing their own behavior in the classroom setting. Most of the sessions were video-taped. This gave the participants the opportunity to see first-hand the value of video-taping and analyzing their classroom activities. Monthly all-day seminar sessions were held involving three types of seminar groups: (1) for beginning teachers, (2) for second-year teachers who were members of a seminar group last year as beginning teachers, and (3) for "veteran" teachers. Membership of each group represented all disciplines and remained the same throughout the year in order to build a strong expansion of the program to involve five of the six high schools in District 214 is now in process. (Author)

ED 034 748

TE 000 031

Fagan, Edward R.

Evaluating Tomorrow's English Teachers.

California Association of Secondary School Administrators, Burlingame.

Pub Date Nov 64

Note—5p.

Journal Cit—Journal of Secondary Education; v39 n9 p321-25 Nov 1964

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—*Core Curriculum, *Educational Innovation, *English Instruction, Heterogeneous Grouping, Homogeneous Grouping, Individual Development, Instructional Aids, Language Arts, Secondary Education, *Teacher Evaluation, *Teaching Methods

Today's language arts teacher must adapt himself to the individually-paced classroom environment of the future by utilizing the newest procedures in his field within the current structures of the heterogeneous, homogeneous, or "core"-type classroom. The teacher of a heterogeneous group must insure individual student progress by differentiating the levels, content, and objectives of work assigned. In the homogeneous class structure, he must create experiences which differ in kind, not volume, for high, average and low groups—e.g., independent study for high, teacher-directed committee work for average, and concrete, utilitarian objectives for low. The core program implies a thematic, interdisciplinary approach where the understanding of language arts is enhanced by sociological, historical, and other implications of a topic, with the use of varied audiovisual materials and resource people. If teacher performance is to be evaluated competently, then an awareness of new developments and goals is essential. (MF)

ED 034 749

TE 000 073

Oliphant, Robert

The Locus of Change: Some Notes on Innovation in English Teaching.

California Association of Teachers of English, Redlands.

Pub Date 67

Note—7p.

Journal Cit—California English Journal; v3 n2 p14-9 Spr 1967

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—Composition (Literary), *Educational Objectives, *English Instruction, English Programs, Individual Counseling, *Individual Instruction, Individualized Curriculum, Individual Needs, *Instructional Innovation, Language, Literature, Programmed Instruction, Research Utilization, Student Needs, *Teacher Role, Teaching Techniques

Presuming that the innovative process should begin at the point at which a need for change coincides with the means of satisfying that need, the English teacher can update his instructional approach by examining, on the one hand, the student's felt need to articulate expression and a sympathetic listener, and on the other, the current advanced research in counseling, programmed instruction, and the human use of language. For example, language research in generative grammar can be used as a basis for providing the student with a "descriptive consciousness" of the way components are taken apart; literature can be viewed as an object to be used to enhance one's articulation through allusion or quotation; and composition can be an activity to develop the writer's natural ability to speak with a unique voice on his chosen subject. The teacher would become a trained counselor who listens and then prescribes specific books, exercises, and programmed texts to meet each student's individual needs. (JB)

ED 034 750

TE 000 116

Hess, Donald E.

The Language Arts Teacher in Kansas.

Kansas Univ., Lawrence. School of Education.

Pub Date May 67

Note—5p.

Journal Cit—Bulletin of Education, Univ. of Kansas; v21 n3 p118-22 May 1967

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—*English Instruction, *Language Arts, *Secondary School Teachers, Student Teacher Ratio, Teacher Distribution, Teacher Education, Teacher Employment, Teacher Evaluation, Teacher Experience, *Teacher Qualifications, Teacher Salaries, Teaching Load, Teaching Quality

Identifiers—Kansas

A 1966 study of the Kansas secondary schools sought to determine the prevailing conditions in the language arts classrooms in the state and the personal qualifications of the state's 1,656 language arts teachers. Findings revealed that (1)

more than half of the language arts teachers were teaching in schools with fewer than 500 students, (2) although all of the state's language arts teachers had Bachelor's degrees, less than one-fourth of them held Master's degrees, and (3) the language arts teacher's average years of experience were 11.09 years; his average salary was \$1200 behind the national average; and his average class load was four language arts classes daily with approximately 20 students enrolled in each class. Although other factors work against a student's receiving a quality secondary school education in the language arts, the most immediate need indicated by this study was the consolidation of the smallest schools. (JB)

ED 034 751

TE 001 360

Demicell, Jeanette Cromer, Nancy

Paperbacks and the Thematic Unit.

Arizona English Teachers Association, Tempe.

Pub Date Oct 68

Note—7p.

Journal Cit—Arizona English Bulletin; v11 n1 p24-9 Oct 1968

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—Audiovisual Aids, Conflict, *English Instruction, Identification (Psychological), *Literature, Novels, *Paperback Books, Poetry, Reading Materials, Secondary Education, Short Stories, Student Motivation, *Teaching Methods, *Thematic Approach, Unit Plan

Identifiers—Alaska

The thematic approach to literature in which a single concept is developed through various works and genres has been greatly facilitated today by the convenience, ubiquity, and economy of the paperback book. By utilizing the paperback boom and by employing both small group and individual instruction, thematic units can be planned to meet the adolescent's felt needs and motivate him to broaden reading experiences. For example, thematic units on (1) "the Alaskan frontier" offer excitement to the young reader through the works of such writers as Jack London, Margaret Bell, and Joseph P. Moody, (2) "conflict" allow the elements of conflict to be examined through such literature as "West Side Story," (3) "Loneliness" or "the search for identity" help teens solve their own personal identity crisis, (4) "protest," carrying through much of America's literature, can provide a unified approach to its study, and (5) "Around the World in 80 Days" can introduce a study of "foreign lands." (Suggestions for paperback books for each unit are included.) (JB)

ED 034 752

TE 001 488

Mellon, John C.

"Epilogue" to "Transformational Sentence-Combining: A Method for Enhancing the Development of Syntactic Fluency in English Composition".

National Council of Teachers of English, Champaign, Ill.

Pub Date 69

Note—9p.; Chapter 5, pp. 77-85, of "Transformational Sentence-Combining," by John C. Mellon (Champaign, Ill.: NCTE, 1969), Stock No. 16306, \$1.50

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—Classroom Games, *English Instruction, *Language Fluency, Language Instruction, Language Research, Language Skills, Linguistic Performance, *Linguistics, Secondary Education, Sentence Structure, *Syntax, Teaching Methods, *Transformations (Language)

In an epilogue to the 1967 research report, "Transformational Sentence-Combining" (See ED 018 405.), John Mellon considers the significance of the sentence-combining experience and answers the charges of critics—Wayne O'Neil, James Moffett, and Francis Christensen—regarding his original research findings. Mellon points out, for example, that "mature syntactic fluency," not "mature style," is the chief concern of his method of sentence-combining and that this method is not intended as a writing program, but rather as a game-like activity to enrich language development. He also indicates what he believes to be of final importance in his experiment—that (1) planned enrichment of the student's language environment does foster linguistic development, (2) syntactic fluency can be used successfully as a variable to measure this enhanced development, and (3) sentence-combining tasks do provide successful enrichment activities. (JB)

ED 034 753

TE 001 503

Langen, Charles

Anthological Project: Newspaper, 1st April, 1984.
Centre for Information on the Teaching of English, Edinburgh (Scotland).

Pub Date Jan 69

Note—4p.

Journal Cit.—CITE Newsletter (Centre for Information on the Teaching of English); v2 n2 p13-15 Jan 1969

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—*Class Newspapers, *Composition (Literary), *English Instruction, Listening Skills, Newspapers, Peer Relationship, *Student Motivation, *Student Projects, Teaching Methods, Teamwork, Writing Skills

The conventional textbook approach to English, at Saint Augustine's Secondary School in Glasgow, was replaced with an anthological project—a class newspaper. To prevent plagiarism and to stimulate creative thought, students were asked to use April 1, 1984, as the publication date. Initially, the class was divided into six groups to represent the various sections of a newspaper; later, this formal organization was related to permit more individualized work. In addition to his normal reporting duties, a staff member was required to review a TV show, a film, or a book every 2 weeks. The teacher, with the writer in attendance, generally scrutinized every fifth exercise, and samples of good and bad writing were regularly duplicated and evaluated in class. (A brief outline of another anthological project, "Romance-Wedding," is appended.) (MP)

ED 034 754

TE 001 504

Johns, Trevor

The Anthological Project.

Centre for Information on the Teaching of English, Edinburgh (Scotland).

Pub Date Jan 69

Note—5p.

Journal Cit.—CITE Newsletter (Centre for Information on the Teaching of English); v2 n2 p9-12 Jan 1969

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—*Anthologies, Average Students, *Class Activities, Classroom Techniques, *English Instruction, Low Ability Students, Peer Relationship, *Student Motivation, *Student Projects, Talented Students, Teaching Methods

Anthological projects, in which students gather and produce material for a group product (e.g., class newspapers, magazines, radio shows), can awaken students' interest in English and benefit all ability levels. The novelty of the projects and the promise of tangible results initially motivates the students, and their involvement and the criticism of their peers keeps them working once they begin. Although anthological projects must be interspersed with more traditional English work to insure the students' mastery of basic skills, the interest, experience in writing and reading, and the motivations for activities in the projects carry over to the less inspiring requirements of the curriculum. (A book, "English by Project," student and teacher editions, by Trevor Johns and Norman Hendry, is forthcoming from Heinemann Educational Books, London.) (LH)

ED 034 755

TE 001 505

Allan, Jan

An Imaginary Community—Hotel.

Centre for Information on the Teaching of English, Edinburgh (Scotland).

Pub Date Jan 69

Note—3p.

Journal Cit.—CITE Newsletter (Centre for Information on the Teaching of English); v2 n2 p16-17 Jan 1969

EDRS Price MF-\$0.25 HC-\$0.25

Descriptors—*Class Activities, Creative Writing, *English Instruction, Integrated Activities, Letters (Correspondence), Oral Communication, Role Playing, *Student Projects

An English class at Newtyle Secondary School, Scotland, spent four periods a week for 6 weeks on an anthological project entitled "hotel". Students assumed roles in an imaginary hotel community, wrote advertisements, brochures, and business letters, and participated in interviews, discussions, and dramatizations of specific hotel problems. Besides offering opportunities for students to participate in various English skills, the project was well received by the students. (MP)

ED 034 756

TE 001 521

Hackett, Marie G. And Others

A Study of Two Strategies in the Teaching of Literature in the Secondary School.

Chicago Univ., Ill.

Pub Date Mar 68

Note—17p.

Journal Cit.—The School Review; v76 n1 p67-83 Mar 1968

Document Not Available from EDRS.

Descriptors—Abstract Reasoning, Cognitive Processes, *Convergent Thinking, Discussion (Teaching Technique), *Divergent Thinking, *English Instruction, Experimental Teaching, Learning Processes, *Literature, Secondary Education, *Teaching Methods

To determine if students learn better in a teaching situation that emphasizes their positive involvement and decreases the emotional threat to their self-esteem produced by the traditional question-answer approach, a study was conducted to compare the average achievement levels of two groups of literature students—one taught traditionally to produce convergent thinking, and one taught experimentally to produce divergent thinking. The subjects, 77 students in grade 12, were divided into two experimental and two control groups. Two teachers each taught one experimental and one control group. The subject of the week-long study was "Antigone." Students in the experimental group were encouraged to discuss the personal meanings, ideas, values, and judgments in the play. The control group was confined to answering lists of questions. All groups took an objective examination and wrote essays on the same subject at the end of the experiment. Findings showed that students in the experimental group, which emphasized the development of cognitive understanding, did better on both examinations than did the students who were exposed to traditional teaching. (JM)

ED 034 757

TE 001 566

Ives, Sumner

The New Grammars.

New York State English Council, Oswego.

Pub Date Apr 69

Note—18p.

Journal Cit.—The English Record; v19 n4 p13-29 Apr 1969

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—Deep Structure, *English Instruction, Form Classes (Languages), Generative Grammar, *Grammar, Language Research, *Structural Grammar, Surface Structure, *Tagmemic Analysis, Teaching Methods, Traditional Grammar, *Transformation Generative Grammar, Transformation Theory (Language)

Three grammars that, since the 50's, have supplemented or offered alternatives to traditional grammar are discussed in this article. The role of grammar in communicative utterances and the underlying considerations in describing a grammatical system are analyzed. Then, brief summaries about and comments on structural linguistics, tagmemic grammar, and transformational generative grammar are presented. Distinctions are drawn between word- and sentence-based grammars, generative and taxonomic grammars, and deep and surface structures. The compatibility of the systems and the advantages of each for pedagogical use are taken up. Emphasis is placed on the necessity for testing every statement about the details of language against actual sentences accepted as normal by native speakers. (LH)

ED 034 758

TE 001 569

Jacobs, Roderick A.

Recent Developments in Transformational Grammar.

New York State English Council, Oswego.

Pub Date Apr 69

Note—9p.

Journal Cit.—The English Record; v19 n4 p52-9 Apr 1969

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—*Deep Structure, Distinctive Features, *English, Grammar, Language, *Linguistics, Semantics, Surface Structure, Syntax, *Transformation Generative Grammar, Transformations (Language), Transformation Theory (Language)

In the years following the appearance of Noam Chomsky's book, "Syntactic Structures," in 1957, transformational grammarians modified and improved his initial model of language. The notion

of a deep structure of meaning underlying a sentence's surface structure was revised to embody elements representing negation, command, and interrogation, and to reveal subordination and coordination. "Meaning-changing" transformations became unnecessary. The complicated sub-categorization system was replaced by a non-hierarchical model which represented the characteristic features of individual words in a part of the deep structure called the lexicon. Although a 1965 book by Chomsky, "Aspects of the Theory of Syntax," incorporated these modifications, linguists were still not satisfied with the adequacy of deep structure in representing some areas of meaning. They sought a deeper, more abstract level of structure "where the various semantic notions would be separated out" and where a concern with sentences would give way to a concern with propositions. Nevertheless, the essential human mystery of language remains. (LK)

ED 034 759

TE 001 590

Starkey, Richard E., Ed.

The Humanities: The Other Side of the River?

The Proceedings of the 1967 Cranbrook Curriculum Conference on Humanities.

Cranbrook School, Bloomfield Hills, Mich.

Pub Date 68

Note—192p.

Available from—Cranbrook Central Library, 380 Lone Pine Road, Bloomfield Hills, Michigan 48013 (\$2.95)

Document Not Available from EDRS.

Descriptors—Art Appreciation, Art Education, Artists, Cultural Education, *Curriculum Development, *Educational Objectives, Elementary Education, *Enrichment Experience, *Fine Arts, History, *Humanities, Humanities Instruction, Liberal Arts, Literature, Museums, Music, Secondary Education, Teaching Methods

These six speeches are concerned with the nature and scope of the humanities, especially with art, music, literature, and history. Speeches are by (1) Harold Taylor, who recommends the education of children in the arts by artists as one of the best ways to encourage the spirit of the humanities in the schools; (2) George Matthews, who discusses the "institutionalization" of the humanities in universities of this country and the meaning of the humanistic approach to the experience of man and society; (3) Frederic L. Rath, Jr., who interprets the educational role played by some museums in the understanding of the humanities; (4) Benjamin DeMott, who describes the teaching of literary art as it is related to human objects and human situations; (5) Harold Haydon, who proposes that the study of the humanities should extend beyond the scope of arts and letters to include culture in its widest sense; and (6) Katherine Bowers, who presents a humanities survey course focusing on the study of literature, music, and the visual arts. A selection from the open discussion at the conference and an annotated bibliography are appended. (JM)

ED 034 760

TE 001 596

Speaking About Teaching: Papers from the 1965

Summer Session of the Commission on English.

College Entrance Examination Board, New York, N.Y. Commission on English.

Pub Date 67

Note—200p.

Available from—College Entrance Examination Board, Publications Order Office, Box 592, Princeton, New Jersey 08540 (HC \$4.00)

EDRS Price MF-\$1.00 HC Not Available from EDRS.

Descriptors—Composition (Literary), Culturally Disadvantaged, Dropouts, Educational Research, *English Instruction, *English Programs, Federal Aid, *Government Role, Grammar, Inservice Teacher Education, *Institutes (Training Programs), Linguistics, Literature, Remedial Programs, Rhetoric, Teacher Improvement, Teacher Responsibility, Teacher Workshops

Thirteen papers have been collected in this book to indicate professional concern about English instruction at all levels and to articulate the role of the teacher, teacher educator, academician, and federal government in changing current English teaching practices. Topics of articles are (1) the intellectual, civic, and ethical responsibilities of the teacher, by Howard Mumford Jones, (2) "What English Institutes Could Be," by Harold Martin, (3) "Encouraging Good Teaching

through Institutes," by Donald Bigelow, (4) workshops designed to bring educators and academicians into closer association with public school teachers, by Warner Rice, (5) "Research Programs of the U. S. Office of Education," by Francis Ianni, (6) suggestions for the English professor who requests federal aid for his project, by Kenneth Miltenberger, (7) "The Potential in Potential Dropouts," by Miriam Goldstein, (8) "Teaching the Culturally Disadvantaged," by Daniel Thompson, (9) a remedial summer English program for black college students in Birmingham, by John Monro, (10) "Linguistics in the English Institutes," by H. A. Gleason, Jr., (11) "Grammar and Rhetoric," by Francis Christensen, (12) "All Students Hunger for Great Literature," by Joan Wofford, and (13) "Developing Writing Power in the Elementary School," by Dorothy Saunders. (JB)

ED 034 761 TE 001 597

Mytycka, Mary Ann Ceres, E. W.
Creative Teaching Using the Sun-Times in the English Curriculum.

Chicago Sun-Times, Oak Park, Ill. School Services Div.
Pub Date 67
Note—28p.

Available from—Director of Curriculum Services, Field Enterprises, Inc., 401 N. Wabash Avenue, Chicago, Ill. 60611 (Free)

Document Not Available from EDRS.

Descriptors—Composition (Literary), *Composition Skills (Literary), Creative Teaching, *English Curriculum, Grammar, Instructional Materials, Language, *Literature, News Media, *Newsletters, Relevance (Education), Secondary Education, Student Motivation, *Teaching Guides, Teaching Methods

Proceeding on the assumption that the newspaper can be effectively used to teach nearly every aspect of the English curriculum, this teaching guide presents concepts in literature, language, grammar, and composition and suggests procedures for adapting the relevancy and contemporaneity of the daily newspaper to secondary school English instruction. Examples from human interest stories, sports pages, advertising, and cartoons of "The Chicago Sun-Times" illustrate ways in which the short story, the novel, the essay, poetry, symbolism, satire, and allusion can be taught. Such facets of language study as phonology and morphology, language changes, current usage, and propaganda are also treated. Editorial cartoons and writing models are discussed, and exercises in letter writing, ad writing, editorial writing, and refinement of writing are proposed. Problems of grammar, usage, punctuation, and capitalization are also briefly noted. (JB)

ED 034 762 TE 001 602

Ong, Walter J.
Wired for Sound: Teaching, Communications, and Technological Culture.

Pub Date Feb 60
Note—7p.; Reprinted from "College English," February 1960, and appears as Chapter 12 in Walter J. Ong, "The Barbarian Within" (New York: Macmillan, 1962)

Available from—National Council of Teachers of English, 508 South Sixth Street, Champaign, Ill. 61820 (Stock No. 10703, 10 for \$2.00)

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—Audiovisual Communication, *Communication (Thought Transfer), *Cultural Traits, *English Instruction, *Mass Media, *Oral Communication, Radio, Social Change, Social Characteristics, Social Influences, Teaching, Television, Verbal Communication

Because an English teacher's work involves communication at the highest level with the past, present, and future, he must be more sensitive than other men to changes in the communicative process. The communication approaches of the classical period, dialogue and argumentation, gave way to a more "manuscript culture" in the Middle Ages, and, by modern times, books had almost completely replaced oral communication. Today, however, communication by sound is enjoying a revitalization. This trend is illustrated in the new emphasis on spoken language, in the audio-visual resources available in libraries and homes, and in the enormous influence of radio and television. The heightening of the oral-aural element has subtly enlarged the personalist element in American culture. The TV discussion

show, the emphasis on personality problems, and the perpetual search for personal identity reflect this self-conscious personalism. For language and literature study, the cultural change has shifted the focus from rhetoric back to dialogue and has underlined the importance of voice in human activities. To respond today to literature and culture, the teacher must seriously reflect on contemporary communications media. (LH)

ED 034 763 TE 001 623

Ducharme, Edward Robert
Close Reading and the Teaching of Poetry in English Education and in Secondary Schools.

Pub Date 68
Note—220p.; Ed.D. Dissertation, Columbia University

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 68-11,129, Microfilm \$3.00, Xerography \$9.90)

Document Not Available from EDRS.

Descriptors—Critical Reading, *English Instruction, Literary Analysis, Literature, Methods Courses, *Poetry, *Reading Skills, Secondary Education, *Teacher Education, *Textual Criticism

This dissertation is concerned with the role that close reading (textual analysis of a literary work) plays in the methods, teaching materials, and training of prospective secondary school English teachers. Despite the impact of the movement of close reading in higher education and educators' recent call for its practice in the high school, there is evidence that little close reading is done in secondary English classes. In order to examine their skill in close reading, approximately 200 students in teacher education programs wrote an exercise on a modern poem. Also, 11 methods texts currently in use in English education programs were examined. The results of these studies were: (1) Those students tested gave little evidence of being able to read poetry closely. (2) The methods texts contained little or no material in close reading. Part of the dissertation is composed of explications of 10 modern poems with accompanying teaching strategies shaped by the process of close reading. It is recommended that training in close reading be provided for prospective teachers of secondary school English. (Author/DB)

ED 034 764 TE 001 625

The English Language Arts Program (Kindergarten-Grade Twelve).

State Coll. of Iowa, Cedar Falls. Malcolm Price Lab. School.
Pub Date 66

Note—47p.

EDRS Price MF-\$0.25 HC-\$2.45

Descriptors—Achievement Rating, *Behavioral Objectives, Course Objectives, *Educational Objectives, *English Instruction, *Language Arts, Language Skills, Library Skills, Listening Skills, Reading Skills, *Sequential Programs, Speech Skills, Spelling, Writing Skills

Characterized by its establishment of desirable outcomes in language arts instruction for pupils of each grade level, K-12, this guide presents a sequentially-structured program of active student participation and flexible, individualized instruction. The first chapter lists basic concepts for language, language development, and the purposes and uses of language. Chapters 2 and 3 provide general goals and notes on the "receptive arts" (reading and listening) and the "expressive arts" (writing and speaking). The remaining chapters take up desirable outcomes in listening, reading, speaking, writing, language, spelling, and use of the library. Each chapter is divided into sections for kindergarten-primary, intermediate, junior high, and senior high school. A bibliography of curriculum guides, professional books, pamphlets and periodicals, and booklists is included. (LH)

ED 034 765 TE 001 629

Lewis, Stuart
Benjamin in the 23rd Century.

Missouri Association of Teachers of English.
Pub Date 25 Mar 69

Note—3p.
Journal Cit—Missouri English Bulletin; v26 n2 p21-23 Mar 1969

EDRS Price MF-\$0.25 HC-\$0.25

Descriptors—Content Analysis, Critical Reading, *English Instruction, Film Study, *Historical Criticism, *Literary Analysis, Literary Criti-

cism, Literary History, *Literature, Moral Criticism, Teaching Techniques

Identifiers—The Graduate

To understand the dangers of interpreting literary works primarily through the history, social customs, and values of the period portrayed in the work, students should imagine themselves 3 centuries in the future considering a modern work of art. For example, they should try to interpret the movie, "The Graduate," as a reflection of the social and moral values of the 20th century. Through such an activity, they will not only become aware of some of the dangers of the "pseudo-history of ideas," but also will learn what historical information can be of value, and will realize that no historical analysis can substitute for a close reading of the work itself. (LH)

ED 034 766 TE 001 630

Schrader, Steven
The Role of the Newspaper in a Disadvantaged School.

Pub Date Jan 69
Note—4p.

Journal Cit—Bulletin of the Columbia Scholastic Press Advisers Association; v26 n3 p3-5 Jan 1969

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—Current Events, *Disadvantaged Schools, Disadvantaged Youth, *Faculty Advisors, *Journalism, Language Arts, *School Newspapers, School Publications, *Secondary Education, Staff Orientation, Student Interests, Student Participation, Urban Schools

In a disadvantaged school, a newspaper with an unbiased policy of focusing on the school's conditions, problems, activities, and other information relevant to the students' interest will help to build the students' sense of self-respect, pride, and participation in the school. Editorials can stress outstanding local achievements as well as honest appraisals of current events, such as racial incidents or the Poor People's Campaign. All students should be encouraged to work for the newspaper which should be easily available to everyone. (JM)

ED 034 767 TE 001 640

LaRocque, Geraldine E.
The Relevance of Adolescent Literature.

New York State English Council, Oswego.
Pub Date Oct 69

Note—9p.
Journal Cit—The English Record; v20 n1 p56-63 Oct 1969

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—*Adolescents, *English Instruction, *Literature, Literature Appreciation, Literature Programs, Secondary Education, Secondary School Teachers, *Student Interests, Student Motivation, *Teacher Education, Teenagers

Although summer writer's conferences have added adolescent literature to their programs and many professional educators have recommended a required course in adolescent literature for all high school English teachers, adolescent literature is still neglected, especially by English teachers. All students at some time in their literary growth enjoy adolescent literature; consequently, English teachers need to be aware both of the various stages of literary appreciation and of students' interests at different ages. Such studies as those by J. Harlan Shores on reading interests, as reported in an article in "The Reading Teacher" (April 1964), and Margaret Early's "Stages of Growth in Literary Appreciation" (in the book "Teaching English in Today's High Schools," ed. Dwight Burton and John Simmons) ought to be a part of every teacher's background. (JM)

ED 034 768 TE 001 641

Frogner, Ellen A.
Using the "Language Inquiry" as a Teaching Device.

Illinois State-Wide Curriculum Study Center in the Preparation of Secondary English Teachers (ISCPET), Urbana.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-7-0589

Pub Date 69
Contract—OEC-5-10-029

Note—31p.
Available from—The Language Inquiry, P. O. Box 2027, Station A, Champaign, Ill. 61820 (\$2.00). The "Language Inquiry" (the 100-item instrument) may be ordered separately for \$0.25

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*English Instruction, *Language, Language Instruction, Language Teachers, Language Tests, Language Usage, *Questionnaires, *Student Attitudes, *Teacher Attitudes

Identifiers—*Language Inquiry, Project English

The "Language Inquiry," a collection of 100 statements about attitudes toward language, was devised to help teachers evaluate themselves and determine their students' ideas about language so that they could better plan what materials and strategies to utilize in a course. By indicating the degree of his agreement with each statement in the "Inquiry" and then comparing his responses with those of 10 linguists who evaluated each item, the respondent will better understand his own ideas about language and how they agree with current expert thought. An additional section of the "Inquiry" provides an opportunity for the respondent to record three items, from among the 100, that he would like to have discussed and the reasons for his choice. People who would find such a survey of value in their teaching situations are methods teachers and other teacher educators, teachers of language-related subjects, workshop leaders, high school and college supervisors, and high school English teachers. (The "Language Inquiry" with the responses of the linguists to each item is reproduced here.) See also TE 001 654. (LH)

ED 034 769

TE 001 642

Haviland, Virginia Smith, William Jay
Children and Poetry: A Selective, Annotated Bibliography.

Library of Congress, Washington, D.C.

Pub Date 69

Note—67p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (\$0.75)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Anthologies, *Childrens Books, Fables, Literature, Lyric Poetry, *Poetry, Supplementary Reading Materials, Twentieth Century Literature

This annotated bibliography of over 120 books was compiled to call attention to poetry for children that is both pleasing and rewarding. Omitted are traditional materials such as Mother Goose rhymes, textbooks, and collections designed especially for the classroom. Sample illustrations from the books noted and lines from poems are reproduced throughout. The entries are grouped under the following headings: (1) Rhymes, (2) Poetry of the Past, (3) 20th-Century Poetry, (4) Anthologies, and (5) World Poetry. An index of titles and authors is provided. (LH)

ED 034 770

TE 001 645

Donelson, Kenneth, Ed.
America's Culturally Different Children.

Arizona English Teachers Association, Tempe.

Pub Date Oct 69

Note—7p.

Journal Cit—Arizona English Bulletin; v12 n1 p5-10 Oct 1969

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—Classroom Communication, Classroom Participation, *Cross Cultural Studies, Cultural Awareness, Cultural Context, Cultural Differences, *Cultural Education, Cultural Interrelationships, Culture Contact, Economically Disadvantaged, *Elementary Education, *English Instruction, Interdisciplinary Approach, *Minority Groups, Nonstandard Dialects, Teaching Methods

To maintain within a national unity the richness of cultural diversity that has made America great, school curriculums should develop in the child a knowledge of the country's varying cultures. Teachers should initiate for children meaningful experiences with other cultures to help them appreciate the differences and similarities among people. One way to develop positive self-images in culturally different children and thus introduce the sharing of home traditions with classmates is through the "show and tell" time in class. Tape recorders and cameras can be useful in recording stories and classroom projects; puppets, songs, dances, and masks can draw children into role playing; ceremonies and feast days of ethnic groups can stimulate the learning of traditions; parents and community members may participate in discussions of their cultural backgrounds; and books can enlarge children's

contacts with other groups of people. Through such meaningful experiences, children can engage in interdisciplinary study, acquire pride in their own culture, practice the cultural roles they will play as adults, and, later as adults, be able to respond to other cultures on an international level. (JM)

ED 034 771

TE 001 646

Prigmore, George T.

To Play with Mammites.

Pub Date Apr 69

Note—7p.; Speech presented at the Spring Conference of the New Mexico Secondary Principals Association, Eastern New Mexico Univ., Roswell, New Mexico, April 11-12, 1969

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—Classroom Environment, *Course Objectives, Creative Development, Cultural Enrichment, Humanities, *Humanities Instruction, Philosophy, *Program Development, Teacher Attitudes, Teaching Procedures

Development of the creative, emotive, critical, and aesthetic skills can offer a way of looking at human experience—a philosophy of Henri Bergson—different from that offered by science and logic. The development of such skills is the goal of the humanities program, and a survey of over 500 exemplary programs indicated a number of characteristics typical of good programs. A non-dogmatic approach, a free classroom climate, and the use of an inductive, team-teaching method are essential, although a variety of teaching methods should be used. The humanities curriculum should be spiral, extending over a number of years, and should be considered a vital part of the school's overall plan. The faculty should be committed to humanistic values and should teach students, not courses. The humanities program should be open to all students for exposure to a wide range of experiences relating to their own lives and for encouragement in creative expression. Resource materials and speakers drawn from the community can supplement materials within the school to achieve course objectives. (LH)

ED 034 772

TE 001 647

Geyer, Donna

Black Literature? Of Course!

Colorado Language Arts Society, Denver.

Pub Date Sep 69

Note—6p.

Journal Cit—Statement; v5 n1 p6-10 Sep 1969

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—*African American Studies, English Instruction, Literature Appreciation, Negro Achievement, Negro Culture, Negro Education, *Negro Literature, *Negro Students, *Novels, *Secondary Education

The inclusion of Afro-American literature in high schools either as an elective course or as a unit within an American literature course provides opportunities for Black students to gain, from members of their own race, pride in themselves and belief in the possibility of personal achievement. Title selection should depend upon class make-up. For a predominately Black class, literature by articulate men of their own race should be read, whereas for a white class, such books as "Black Like Me" and "Huck Finn" can be included. Six of the best novels for a class in Afro-American literature are James Weldon Johnson's "Autobiography of an Ex-Colored Man," Jean Toomer's "Cane," Ralph Ellison's "Invisible Man," James Baldwin's "Go Tell It on the Mountain," Langston Hughes' "Not Without Laughter," and Richard Wright's "Native Son." Robert A. Bone's "The Negro Novel in America" can supply the teacher with background, insights, and a bibliography on the subject. (JM)

ED 034 773

TE 001 648

Prigmore, George T., Ed.

The Comprehensive Fine Arts and Crafts Program, Grades 1-12. Proceedings of the Annual Directors of Instruction Conference on the Improvement of Teaching (10th, Las Cruces, New Mexico, January 19-20, 1968).

Spons Agency—New Mexico Education Association, Santa Fe.; New Mexico State Dept. of Education, Santa Fe.; New Mexico State Univ., Las Cruces.

Pub Date 68

Note—57p.

Available from—Mr. Rollie Heltman, Director of Fine Arts, State Dept. of Education, Capitol

Bldg., Santa Fe, N.M. 87501 (limited supply, free)

EDRS Price MF-\$0.25 HC-\$2.95

Descriptors—Art Education, Bands (Music), Compensatory Education, Creative Activities, Creative Development, Creative Expression, Cultural Enrichment, *Educational Improvement, Elementary Education, *Enrichment Programs, *Fine Arts, *Handicrafts, *Humanities, Literature, Music Education, Secondary Education, Teaching Techniques

This collection of speeches is concerned with the fine arts and crafts programs in elementary and secondary schools. An introduction outlines the problem of aesthetics and fine arts education. Speakers (1) propose a humanities program for students of all abilities; (2) consider whether marching bands serve an aesthetic purpose in the high schools; (3) explore five student needs which a humanities program should satisfy; (4) discuss the improvement in compensatory education of the New Mexico fine and allied arts programs; (5) urge the promotion of a complete crafts program to stimulate each child's creative imagination; (6) report on the activities of the New Mexico Fine Arts Commission and its value to the schools; (7) survey the future of the fine arts in New Mexico schools; and (8) review the major trends which highlighted the Conference. (JM)

ED 034 774

TE 001 649

Nist, John, Ed.

Style in English. The Bobbs-Merrill Series in Composition and Rhetoric.

Pub Date 69

Note—61p.

Available from—Bobbs-Merrill Co., Inc., 4300 W. 62nd Street, Indianapolis, Indiana 46206 (\$1.00)

Document Not Available from EDRS.

Descriptors—Analytical Criticism, *Composition (Literary), Composition Skills (Literary), *English Literature, Language Patterns, Language Rhythm, *Language Styles, Language Usage, Literary Analysis, *Literary Styles, Novels, Poetry, *Rhetoric, Short Stories, Speech Skills, Standard Spoken English, Textual Criticism

The thesis that style through the manner of expression provides the writer or speaker with the matter of his discourse is the subject of these eight essays. Articles are by (1) Louis T. Milic, who explores the implication of stylistic theory for the teaching of composition, (2) Martin Joos, who relates style theories to the national enthusiasm for correctness in usage, (3) Seymour Chatman, who examines the meaning of "style" and contrasts Johnson's style with that of Sir Thomas Browne, (4) Edward P. J. Corbett, who shows how Swift's style in "A Modest Proposal" molds an effective piece of ironic satire, (5) Donald P. Costello, who analyses J. D. Salinger's creation of the illusion of reality through the emotive language of his neurotic narrator, Holden Caulfield, (6) Walton R. Patrick, who examines the subjective and poetic style of 20th-century short stories, (7) Richard Gunter, who discusses the function of recurring linguistic patterns in the production of poetry, and (8) John Nist, who analyzes the sound patterns and textual intensity of the poems of Hopkins. Writing and discussion suggestions follow each essay. (JM)

ED 034 775

TE 001 651

Butler, Donna, Ed. O'Donnell, Bernard, Ed.

A Guide to Available Project English Materials. Revised Edition.

National Council of Teachers of English, Champaign, Ill. ERIC Clearinghouse on Teaching of English.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 69

Contract—OEC-1-7-070870-5050

Note—137p.

Available from—National Council of Teachers of English, 508 South Sixth Street, Champaign, Ill. 61820 (Stock No. 02552, \$1.25)

EDRS Price MF-\$0.75 HC-\$6.95

Descriptors—*Curriculum Development, Curriculum Planning, Curriculum Research, *Curriculum Study Centers, Disadvantaged Youth, Elementary Education, English (Second Language), English Curriculum, *English Instruction, Inservice Teacher Education, *Instructional Materials, Material Development, Program Descriptions, *Resource Guides,

Resource Materials, Secondary Education, Teacher Education
Identifiers—*Project English

This guide is a collection of abstracts—most of them selected from "Research in Education"—of the materials produced by the 23 English Curriculum Study and Demonstration Centers of the USOE English Program (Project English). A revision of ED 021 854, it gives updated ordering information and includes additional abstracts of materials from the Minnesota Project English Center and ISCPET which have only recently completed and released their programs. Arranged by Center and indexed by subject, the abstracts represent curriculum guides, research reports, textbooks, and other products for all aspects of the English language arts, K-12. There are also materials concerned with teaching English as a second language, teaching the disadvantaged, and English teacher preparation. Complete ordering information is provided for all materials which are available from commercial or university publishers and from the ERIC Document Reproduction Service. (DB)

ED 034 776 24 TE 001 652
McGrew, Jean B.

An Experiment to Assess the Effectiveness of the Dictation Machine as an Aid to Teachers in Evaluation and Improvement of Student Composition. Final Report.

Lincoln Public Schools, Nebr.
Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No.—BR-9-F-002

Pub Date 30 Jun 69

Grant—OEG-6-9-009002-0061(010)

Note—23p.

Available from—ERIC Clearinghouse on the Teaching of English, 508 So. Sixth St., Champaign, Ill. 61820 (on loan only)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Composition (Literary), Educational Research, *Evaluation Methods, Evaluation Techniques, Grading, *Student Evaluation, Student Improvement, *Tape Recorders

Research on using a dictaphone for evaluation of student papers was carried out to test the technique's thoroughness, effectiveness, and capability for individualized instruction. Two classes, one an experimental and one a control group, from each of grades 9, 10, 11, and 12 were used, and each student wrote nine papers. The papers of the control groups were evaluated by marginal comments, whereas the compositions of the experimental groups were evaluated with the aid of the dictating machine. The teacher's remarks were transcribed in duplicate; one copy was returned with the student's paper while one was retained by the teacher. The first and last papers of all groups were evaluated by a three-man team in terms of content, mechanics, diction, and expression. The experimental group was found to have made more improvement than the control group on 19 of 25 comparisons. The results, too indeterminate to indicate superiority for the experimental process, suggest that the experimental procedure has merit for improving composition and that further research over a longer period of time should be undertaken. [Not available in hard copy due to marginal legibility of original document.] (LH)

ED 034 777 TE 001 653

Improvisation and the Teaching of Literature: The Proceedings of a Symposium.

Central Midwestern Regional Educational Lab., St. Ann, Mo.

Pub Date Aug 69

Note—77p.; Supplement Number One to CEMREL's Summary Report on the 1968-69 Season of the Educational Laboratory Project (ED 032 307)

Available from—Verna Smith, Central Midwestern Regional Educational Laboratory, 10646 St. Charles Rock Road, St. Ann, Missouri 63074 (free)

EDRS Price MF-\$0.50 HC-\$3.95

Descriptors—Behavioral Objectives, Cognitive Objectives, *Creative Dramatics, Discovery Learning, *Dramatic Play, *English Instruction, Enrichment Activities, Group Instruction, Learning Activities, *Literature Appreciation, Role Playing, *Sensitivity Training, Teaching Techniques

This report comprises transcripts of tape recordings of (1) a short improvisation session conducted by a drama coach and (2) the subsequent seminar (edited) in which the 28 participants explore the relationship of improvisation to teaching literature. Topics discussed are the objectives of literature instruction, emotional experience as an integral part of the learning process, how to employ the "game" to accomplish the "task," and whether improvisation is a valuable enough experience to justify teaching it for itself alone. Participants relate experiences which show that students enjoy such improvisational activities as role-playing, and in the process develop self-confidence and sensitivity to themselves and sometimes to literature. Geoffrey Sumnerfield outlines the uses of drama in British schools, and Robert F. Hogan indicates the potential of improvisation for developing students' power over their language and for stimulating imaginative involvement with literature. An introduction outlines the purposes of the symposium, offers several definitions of improvisation, and describes the improvisations that took place during the 2-day workshop. (RH)

ED 034 778 TE 001 654

Frogner, Ellen A.

A Study of the Responses to the "Language Inquiry". Interim Report.

Illinois State-Wide Curriculum Study Center in the Preparation of Secondary English Teachers (ISCPET), Urbana.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0789

Pub Date Jul 69

Contract—OEC-5-10-029

Note—78p.

Available from—The Language Inquiry, P. O. Box 2027, Station A, Champaign, Ill. 61820 (\$2.75). The "Language Inquiry" (a 100-item instrument) may be ordered separately for \$0.25

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—College Students, *Language Instruction, Language Research, Language Skills, Language Teachers, *Language Usage, Linguistics, Measurement Instruments, Secondary School Teachers, *Student Attitudes, Surveys, *Teacher Attitudes, Teacher Education, Teacher Response

Identifiers—*Language Inquiry, Project English

To measure attitudes toward language and language habits, a "Language Inquiry" of 100 items covering several language areas was developed, incorporating the judgments of 10 linguists. The "Inquiry" was sent to three groups: 597 college students in Illinois, predominately English majors; 202 public school teachers working with student teachers from Illinois colleges and universities; and, in a follow-up study, 83 recently graduated English majors. Conclusions were that (1) college students' responses differed most from those of linguists, and high school teachers differed least; (2) the responses by recent graduates in the follow-up study differed little from their earlier responses; (3) no pattern between responses and number of courses in English language study was established for any of the three groups; (4) the groups tended to follow more traditional rules than did linguists; (5) many respondents seemed unaware of the range of possible answers. (The "Language Inquiry," six survey documents, and 22 tables of data are included.) See also TE 001 641 for a related report. (LH)

ED 034 779 TE 001 656

Hoisington, Arthur Louis

An Experimental Investigation of a Linguistic Approach to Vocabulary Development Which Emphasizes Structural Analysis: Prefixes, Suffixes and Root Words.

Pub Date 68

Note—142p.; Ed.D. Dissertation, Washington State University

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 69-3747, Microfilm \$3.00, Xerography \$6.80)

Document Not Available from EDRS.

Descriptors—Applied Linguistics, Elementary Education, *English Instruction, *Grade 6, Morphemes, *Reading Comprehension, Spelling, *Structural Analysis, *Vocabulary Development

Four grade 6 classes in the Auburn Public Schools, Washington, were involved in a sequence of 30-minute lessons (8 weeks) developed by the experimenter to ascertain the effectiveness of direct systematic vocabulary instruction emphasizing prefixes, suffixes, and root words. Some elements of sentence structure, mnemonic devices, and etymology were also used. Subtests of the Metropolitan Achievement Tests: Advanced Battery were used to measure differences in general vocabulary, reading comprehension, and spelling achievements between control groups and experimental groups. The groups exposed to the experimental lessons obtained significantly higher mean scores. The findings suggested that intensive directed vocabulary instruction emphasizing the morphological structure of words can have beneficial results in reading comprehension. Although the required level of significance was not obtained in vocabulary and spelling achievement, the results indicated a need for further study. (Author/LK)

ED 034 780 TE 001 657

Henderson, Judith Elinore Taack

An Investigation of Practitioner Evaluation and . . . Regarding Effective Language Arts Instruction.

Pub Date 68

Note—139p.; Ph.D. Dissertation, Michigan State University

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 68-17,093, Microfilm \$3.00, Xerography \$6.60)

Document Not Available from EDRS.

Descriptors—Elementary Education, *English Instruction, *Evaluation Techniques, Language Arts, Professional Personnel, Reliability, Secondary Education, *Teacher Qualifications, *Teacher Rating

The purpose of this project was to investigate the feasibility, reliability and optimal procedures for using "practitioner consensus" as a means of identifying competent language arts instructors. Practitioner consensus was defined as agreement among professional personnel regarding instructors' level of competence. The professional personnel of the study (administrators, supervisors, and teachers) were from 10 schools stratified on a socioeconomic basis. Each participant was requested to independently rate the instructional competence of all language arts teachers in his school. The intraclass analysis of variance was used for estimating reliability of ratings; the Kendall Coefficient of Concordance measured the extent of association among sets of ratings; and the Spearman-Brown Prophecy Formula was used to compute the optimal number of judges. High reliabilities were obtained from both the teacher and administrator groups of raters; lower reliability was obtained from the supervisor group. While further investigation is needed at the high school level, the elementary and junior high schools supported the contention that professional practitioners with diverse roles could agree on levels of competence of language arts instructors. (Author/LK)

ED 034 781 TE 001 658

Bartholome, Lloyd William

The Typewriter as a Tool for Improving Spelling.

Pub Date 68

Note—349p.; Ed.D. Dissertation, Univ. of California, Los Angeles

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 69-1103, Microfilm \$4.50, Xerography \$15.75)

Document Not Available from EDRS.

Descriptors—*Grade 9, Secondary Education, Skill Development, *Spelling, Spelling Instruction, *Student Improvement, *Typewriting, Writing Skills

The primary purpose of this study, conducted in four junior high schools, was to investigate the possibility of improvement in spelling by second semester ninth-grade typing students through the use of spelling drills. A 75-lesson spelling plan based on research and psychological principles of learning was developed for use with the typewriter. The Lincoln Diagnostic Spelling Test, Advanced Forms A and B, measured spelling improvement. Tests were developed to measure typing speed and accuracy on straight copy, rough-draft copy, and statistical copy, as well as skills in proofreading, word division, and written expres-

tion. The experimental group of 100 students typed on the spelling plan for the first 15 minutes of each day, whereas the control group of 100 students typed the usual typing drills. Findings indicated that the spelling lessons did increase the spelling ability of students. Also, the lessons appeared to help students express themselves in the typewritten form, divide words properly at the ends of lines, and achieve better scores on straight copy, rough-draft copy, and statistical copy typing tests. (Author/LK)

ED 034 782

TE 001 659

Barbig, Evelyn V.

An Exploration of Growth in Written Composition to Determine the Relationship of Selected Variables to Poor Writing in Grades Nine and Twelve.

Pub Date 68

Note—202p.; Ed.D. Dissertation, The University of Tennessee

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 69-1231, Microfilm \$3.00, Xerography \$9.25)

Document Not Available from EDRS.

Descriptors—*Composition Skills (Literary), *English Instruction, Family Influence, Grammar, *High School Students, Independent Reading, *Junior High School Students, Recreational Reading, Secondary Education, Sex Differences, Socioeconomic Influences, Student Attitudes, Television Viewing, *Verbal Development, Writing Skills

This study revealed that in the 31 junior and senior high schools of Charlotte-Mecklenburg County, North Carolina there was discernible growth in written composition from grade to grade when students were measured and analyzed by total group, academic and nonacademic curriculum, and boys and girls. Each student's writing ability was measured by a composition rated on general merit by two raters. In addition, students completed a questionnaire which was used in determining the relationship of selected variables to writing in grades 9 and 12. The poor writer tended to be a nonacademic boy, whereas the good writer tended to be an academic girl. Some other results were that the poor writer watched more television than the good writer, read fewer books, did less voluntary writing, and came from a lower income family in general. The good writer had a better self-concept and attitude toward writing. Voluntary reading, writing, and television viewing declined from the ninth to the 12th grades. Most students felt either neutral or inclined toward a positive attitude toward the study of grammar. (Author/LK)

ED 034 783

TE 001 660

Cross, Donald Paul

The Effects of a Systematic Group Language Development Program with Low-Achieving and Regular Class Third Grade Subjects.

Pub Date 68

Note—208p.; Ed.D. Dissertation, University of Kansas

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 68-17372, Microfilm \$3.00, Xerography \$9.45)

Document Not Available from EDRS.

Descriptors—Elementary School Students, *Grade 3, Language Ability, *Language Development, *Language Programs, *Low Achievers, Reading, Verbal Ability, Verbal Development, Vocabulary

Identifiers—*Peabody Language Development Kit

The purpose of this study was to investigate the effectiveness of the Peabody Language Development Kit (Experimental Edition, Level III) in enhancing verbal intelligence, achievement, and language ability of 46 low-achieving third grade subjects selected on the basis of their being at or below the 33rd percentile on the Total Language Section of the Iowa Tests of Basic Skills. The effects on children who scored above the 33rd percentile were also assessed. All subjects were administered the verbal portion of the Lorge-Thorn-dike Intelligence Test and the Iowa Tests of Basic Skills. Low-achievers were also given the individual Stanford Binet, and the Peabody Picture Vocabulary Test; and a language sample, obtained from responses to a silent movie, was analyzed with respect to mean length of response, total responses, total words, total different words, and type-token ratio for each 100 word segment.

It was concluded that the language development program significantly enhanced (1) the verbal intelligence of low-achieving third graders, (2) the number of responses made to a silent movie, and (3) the reading of regular class students. (Author/LK)

ED 034 784

TE 001 662

Russell, Kenneth Stevenson

The Relationships of Phonetic Skill, Rote Memory, Verbal Achievement and Visual Memory to Spelling Achievement as Measured by Three Different Formats.

Pub Date 68

Note—76p.; Ed.D. Dissertation, University of Idaho

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 68-17002, Microfilm \$3.00, Xerography \$4.20)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, *High School Students, Language Skills, Measurement Techniques, Memory, Phonetics, Rote Learning, Seniors, *Spelling, Verbal Ability, Visual Learning

This study tested the relationship of four independent variables to spelling achievement and the effect on these relationships when the format for measuring spelling achievement was varied, using multiple-choice, oral, and written formats. The subjects were 133 selected high school seniors. The data were treated by a stepwise multiple regression program. Appropriate "t" and "F" tests were used to establish significance levels. A relationship for both phonetic skill and rote memory to spelling achievement was established; but the relationship of verbal achievement to spelling achievement remained in doubt, and no significant correlations were obtained between visual memory and spelling. The intercorrelations between phonetic skill and rote memory and between rote memory and visual memory were significant at the .01 level. Spelling seemed to be associated with short-term memory and long-term incidental memory, but not with long-term intentional memory. (Author/LK)

ED 034 785

TE 001 664

Nesbitt, Mary Catherine

Auditing Achievement of First Grade Pupils Related to Selected Pupil Characteristics.

Pub Date 68

Note—112p.; Ed.D. Dissertation, University of Georgia

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 69-3474, Microfilm \$3.00, Xerography \$5.60)

Document Not Available from EDRS.

Descriptors—*Achievement, *Elementary School Students, Grade 1, *Language Arts, Language Skills, Listening, *Listening Comprehension, Listening Skills

This study attempted (1) to identify the auditing levels of achievement of first grade children, (2) to compare the auditing achievement of children in the first grade who had 1 year of pre-primary instruction with children in the first grade as their first year of systematic schooling, and (3) to explore the extent of the relationships between the child's auditing achievement and selected pupil characteristics. An auditing instrument was constructed using four selections from the Laidlaw Brothers Science Series for elementary grades. Questions required answers about main ideas, details, organization, and inference. The selections were presented to each of 80 first-graders by the use of a tape recorder. Findings showed that 56% of the subjects could understand, through listening, a selection designed to be read at the second grade level; 49.7% could understand a selection at the third grade level; 36% at the fourth grade level; and 30% at the fifth grade level. When a two-tailed test of significance was used, no significant difference between the auditing achievement of the two groups of children was found. No significant difference was found between sexes, although boys tended to obtain higher means on the auditing instrument than did girls. Socioeconomic status did not contribute significantly to auditing achievement. (Author/LK)

ED 034 786

TE 001 668

Lesh, Ethel P.

Development of Standard Stimuli to Elicit Specific Oral Responses from Kindergarten Children.

Pub Date 68

Note—106p.; Ed.D. Dissertation, Rutgers, The State University

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 69-1050, Microfilm \$3.00, Xerography \$5.40)

Document Not Available from EDRS.

Descriptors—Child Language, Constructed Response, *Kindergarten Children, *Language Patterns, Language Research, *Oral Expression, Pictorial Stimuli, *Response Mode, Sentence Structure, Stimuli, *Stimulus Devices, Verbal Stimuli, Visual Stimuli

As a step toward developing more controlled studies into children's language, this study attempted to develop standard stimuli to elicit eight basic sentence patterns from kindergarten children. Four stimuli were developed for each pattern. Each stimulus consisted of a stick-figure picture, a description of the picture, and a question or direction which required a verbal response from the child. Individual interviews using the 32 stimuli were held with each of the 190 children in the study. From every child, the stimuli elicited the following patterns: (1) subject-verb, (2) subject-verb-object, (3) subject-verb-object, and (4) questions. Three additional patterns were each elicited from all but nine children. Chi square tests revealed no significant differences in sex, age, educational background of parents, or birth order between the group of children from whom the expected patterns were elicited and the group from whom the expected patterns were not elicited. Further study is recommended in which the stimuli are used with children from different socioeconomic neighborhoods and with younger children. (Author/LK)

ED 034 787

TE 001 669

Huntington, Jefferson Ross

Effects of Instructional Variables on Syntactic Complexity and Clarity in Children's Written Composition.

Pub Date 68

Note—86p.; Ed.D. Dissertation, Rutgers, The State University

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 69-1048, Microfilm \$3.00, Xerography \$4.60)

Document Not Available from EDRS.

Descriptors—Complexity Level, *Composition (Literary), Composition Skills (Literary), *Elementary School Students, Factor Analysis, Grade 6, Sentence Structure, *Syntax, *Teaching Techniques, Writing Skills

The purpose of this study was to test the effects of relevant instructional variables operating in the post-stimulus period of prewriting on the syntactic complexity (as measured by mean T-unit length) and on syntactic clarity (as measured by number of faulty word order errors) of children's written composition. A short film was used as the stimulus for writing. The instructional variables were (1) delay in writing, (2) review of film content, and (3) second exposure to the film. Grade 6 pupils (N=136) within a suburban school composed the final study population. The first 70 words of each composition served as the standard writing sample. A 2 x 2 x 2 factorial design incorporated each independent variable as a dichotomy. Complexity and clarity measures were subjected to a factorial analysis of variance. There was no evidence that the instructional variables, either separately or in conjunction, had any effect on the syntactic complexity or clarity of written compositions. A Pearson product moment correlation coefficient revealed no significant correlation between complexity and clarity scores. (Author/LK)

ED 034 788

24

TE 001 670

Taylor, Vi Marie

Michigan English Study of Structure for Curriculum Evaluation (MESSAGE).

Michigan Council of Teachers of English, St. Joseph.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0813

Pub Date Apr 69

Grant—OEG-0-9-320813-1374(010)

Note—76p.

EDRS Price MF-\$0.50 HC-\$3.90

Descriptors—Curriculum Design, *Curriculum Evaluation, Curriculum Planning, Curriculum Problems, Curriculum Research, Educational Objectives, *English Curriculum, Essay Tests,

Evaluation Criteria, *Evaluation Methods, Evaluation Techniques, *Inservice Teacher Education, Objective Tests, Supervisors

The Michigan English Study of Structure for Curriculum Evaluation (MESSAGE) training session involved 40 leaders of English curriculum study in a 7-day intensive program. They studied objective evaluation in terms of behavior, instruction, and institution; approaches to the English curriculum through instructional objectives that include evaluation procedures; and implementation of training by working with local curriculum groups. Through participation in the program, curriculum leaders should be able to develop criteria for evaluating English programs, English materials, and individual student progress; gather information about local programs; and exercise leadership in planning programs, writing objectives, and evaluating materials and programs. Local schools should be able to (1) find nearby curriculum leaders to help with basic planning, (2) utilize program participants for training other staff members, and (3) evaluate present curriculum procedures and prepare changes based on rational methods of innovation. (Appendices include the EPIC Evaluation Center's objectives for the Project MESSAGE program, a list of participants, suggestions for writing questions, and feedback questionnaires.) (Author/LH)

ED 034 789 TE 499 895

Bailey, Evelyn Hope

Symphonic Music from Literary Sources: A Selected Bibliography and Critical Analysis of Musical Works Derived from Legends, Myths, Fairy Tales, Literary Classics, Other Stories, and Poems, and Their Appropriateness and Utility with Elementary School Children.

Pub Date Jun 69

Note—169p.; M.A. Thesis, Appalachian State University

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—*Elementary Education, Fables, Filmstrips, Legends, *Literature, Literature Appreciation, Music, Music Activities, *Music Appreciation, *Music Education, Mythology, Phonograph Records, Poetry, *Resource Materials, Sound Films, Tape Recordings, Teaching Methods

This study relates 43 selected symphonic works to the composers' literary sources, on the assumption that familiarity with the sources will improve a student's ability to listen intelligently and will increase the permanent benefits to be derived from both literature and music. The goals of the study were (1) to cite resources and provide information on source material for elementary school teachers and librarians, (2) to suggest ways to utilize this material within the elementary school curriculum, (3) to set forth goals to be attained through such utilization, and (4) to furnish indexes to the assembled data. The inclusion of a particular musical work in the study was determined by suitability for elementary school children, a literary source, availability as a recording, and analysis of the music. The musical selections were organized according to types of literary sources, and three types of symphonic music were analyzed within these divisions. (Annotated bibliographies of recommended books, disc recordings, sound films, sound filmstrips, and tape recordings are provided as well as author, composer, and subject indexes.) [Not available in hard copy due to marginal legibility of original document.] (LH)

ED 034 790 TE 499 896

Art Teaching Guides: Making Posters, Grades 2-6. Curriculum Bulletin No. 8a, 1968-69 Series.

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Pub Date 69

Note—20p.

Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston St., Brooklyn, New York 11201 (\$1.00). Checks should be made payable to: Auditor, Board of Education

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Art, *Art Activities, Art Appreciation, *Art Education, *Curriculum Guides, *Elementary Education, Freehand Drawing, *Graphic Arts, Manuscript Writing (Handlettering), Printing, Signs, Student Evaluation, Student Motivation, Teaching Techniques

One of a series of art guides for teaching a particular subject over a span of several grades (see also TE 499 897-TE 499 901), this particular guide covers the making of posters as an art experience which encourages children to improve the appearance of their room and school, increases their skill in lettering and using a variety of media, promotes understanding of good design and enriches the appreciation of art as a means of communication. Sections are provided for each grade (2-6) on (1) materials to be used, (2) topics for posters, (3) motivation and guidance by the teacher, (4) specific activities for the students, and (5) evaluation by both teacher and students. (JM)

ED 034 791 TE 499 897

Art Teaching Guides: Designing with Paper, Kindergarten-Grade 6. Curriculum Bulletin No. 8c, 1968-69 Series.

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Pub Date 69

Note—24p.

Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston St., Brooklyn, New York 11201 (\$1.00). Checks should be made payable to: Auditor, Board of Education

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Art, Art Activities, Art Appreciation, *Art Education, Art Materials, *Creative Art, *Curriculum Guides, *Elementary Education, Handicrafts, *Paper (Material), Student Evaluation, Student Motivation, Teaching Techniques

To provide a variety of projects for making things from paper, this curriculum guide suggests learning activities involving simple exploratory experiments with paper and paper boxes, more inventive experiences with articles designed from paper, and finally complicated projects designed by the students and executed from a wide range of paper materials. For each grade (K-6), sections are provided discussing (1) materials and equipment necessary, (2) organization and placement of materials, (3) guidance and motivation by the teacher, (4) children's activities, and (5) evaluations by the teacher and by the child. (JM)

ED 034 792 TE 499 898

Art Teaching Guides: Using Cloth and Trimmings, Yarns and Fibers, Grades 2-6. Curriculum Bulletin No. 8d, 1968-69 Series.

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Pub Date 69

Note—25p.

Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston St., Brooklyn, New York 11201 (\$1.00). Checks should be made payable to: Auditor, Board of Education

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Art, *Art Activities, Art Appreciation, *Art Education, Art Materials, Clothing, Clothing Design, Creative Art, *Curriculum Guides, *Elementary Education, Handicrafts, Patternmaking, *Sewing Instruction, Student Evaluation, Student Motivation, Teaching Techniques

Creating with fabrics, yarns, and fibers—from early basic explorations in handling an assortment of cloths and trimmings, through experiments with stitching and weaving, to the designing and making of bags, hats, and costumes that children can use—is the focus of this curriculum guide. For each grade (2-6), guidelines are provided on (1) materials and equipment, (2) the organization and placement of materials and students, (3) the teacher's techniques for motivation and guidance, (4) the child's activities, and (5) evaluations by the teacher and the child. (JM)

ED 034 793 TE 499 899

Art Teaching Guides: Modeling with Clay, Kindergarten-Grade 6. Curriculum Bulletin No. 8e, 1968-69 Series.

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Pub Date 69

Note—24p.

Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston St., Brooklyn, New York 11201

(\$1.00). Checks should be made payable to: Auditor, Board of Education

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Art, *Art Activities, Art Appreciation, *Art Education, Art Materials, *Creative Art, *Curriculum Guides, *Elementary Education, Handicrafts, Student Evaluation, Student Motivation, Teaching Techniques

This guide offers teaching suggestions for introducing young children to the pleasure of handling clay, for guiding third and fourth grade children in shaping clay into many forms, and for instructing fifth and sixth grade children in the molding, glazing and firing of clay. Sections for each grade (K-6) include discussions of (1) materials and equipment necessary, (2) the organization and placement of these materials, (3) motivation and guidance, (4) activities for the child, and (5) evaluations by the teacher and the child. (JM)

ED 034 794 TE 499 900

Art Teaching Guides: Constructing with Wood and Other Materials, Kindergarten-Grade 6. Curriculum Bulletin No. 8b, 1968-69 Series.

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Pub Date 69

Note—22p.

Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201 (\$1.00). Checks should be made payable to: Auditor, Board of Education

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Art, *Art Activities, Art Appreciation, *Art Education, Art Materials, Creative Art, *Curriculum Guides, *Elementary Education, Handicrafts, Student Evaluation, Student Motivation, Teaching Techniques, *Woodworking

This teaching guide on working with wood suggests methods to introduce young children to experimentation with ready-cut preformed wood pieces, to instruct third and fourth grade children in handling tools and constructing wooden objects, and to direct fifth and sixth grade children in designing more advanced and imaginative projects. For each grade (K-6), information is provided on (1) materials and equipment, (2) the organization and placement of these materials, (3) the teacher's techniques for motivation and guidance, (4) the child's activities, and (5) evaluations by the teacher and the child. (JM)

ED 034 795 TE 499 901

Art Teaching Guides: Puppets and Puppetry, Grades 2-6. Curriculum Bulletin No. 8h, 1968-69 Series.

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Pub Date 69

Note—21p.

Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston St., Brooklyn, New York 11201 (\$1.00). Checks should be made payable to: Auditor, Board of Education

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Art, *Art Activities, Art Education, Art Materials, Creative Art, Creative Dramatics, *Curriculum Guides, Dramatic Play, *Dramatics, *Elementary Education, Handicrafts, Playwriting, Student Evaluation, Student Motivation, Teaching Techniques, *Theater Arts

The use of puppetry activities to project children into many different learning situations and environments is the topic of this guide which offers suggestions for making, costuming, and manipulating puppets; creating puppet plays with appropriate settings and dialogue; and producing these dramatizations in finished performances. For grades 2-6, guidelines are provided on (1) materials and equipment necessary, (2) organization and placement of these materials, (3) the teacher's techniques for motivation and guidance, (4) the children's activities, and (5) evaluations by the teacher and the children. (JM)

ED 034 796 TE 499 904

Wait, Lois B., Comp. And Others
Books Related to the Social Studies in Elementary and Secondary Schools: A Bibliography from the Educational Materials Center.

Educational Materials Center, DITD.; George Washington Univ., Washington, D.C. Biological Sciences Communication Project.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-0344

Pub Date May 69

Contract—OEC-3-8-080344-0037

Note—32p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (Catalog No. FS 5.231:31011, \$0.35)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Anthropology, Area Studies, Cross Cultural Studies, *Elementary Education, *Geographic Regions, Geography, Non Western Civilization, Political Science, *Secondary Education, *Social Studies, Western Civilization, World Affairs

This bibliography of new books received at the U. S. Office of Education's Educational Materials Center from January 1968 to May 1969 and related to social studies programs in elementary and secondary schools is divided into two parts: juvenile literature and textbooks. The 284 books listed in the first part have been favorably reviewed in at least two major professional journals covering such books or have appeared on a major selective bibliography. The books are grouped under two headings: "General Social Sciences" (22 books) and "Regions of the World" which includes "More Than One Region" and "Single Regions" (Africa, the Arctic, Asia, Europe, Latin America, the Middle East, the Pacific Region, and the United States). The textbook section is also divided into "General Social Studies" (22 books) and "Regions of the World" (89 books)—Africa, Asia, Canada, Europe, and the United States. Brief content notes and appropriate grade level are provided for each bibliographical entry. (LH)

ED 034 797

TE 500 479

Madsen, Alan L.

The Starlit Corridor.

National Council of Teachers of English, Champaign, Ill.

Pub Date Sep 64

Note—8p.

Journal Cit—The English Journal; v53 n6 p405-412 Sep 1964

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—Concept Teaching, Creative Activities, Educational Objectives, *English Instruction, English Literature, Evaluation Techniques, Experimental Programs, *Fiction, Grade 9, Instructional Materials, Literary Analysis, *Literature Appreciation, Rating Scales, Reading Material Selection, *Scientific Concepts, Scientific Principles, *Secondary School Students, Space, Units of Study (Subject Fields)

A science fiction unit on space designed for secondary schools is described and advocated in this article. This experimental program, presented to 9th grade students at University High School, State University of Iowa, provides a highly imaginative experience in literature while raising unique philosophical and moral problems not found in other categories of literature. The author presents a detailed program with specific course objectives. Major goals include an understanding of science fiction literary techniques and a comprehension of scientific concepts. A list of science fiction books rated for their merit is included with a discussion of criteria used in their selection. Reference to other genres of science fiction material is also made. (RL)

ED 034 798

TE 500 481

Milstead, John

The English Novel in One Semester.

College English Association, Inc.

Pub Date Apr 65

Note—2p.

Journal Cit—The CEA Critic; v27 n7 p4-5 Apr 1965

EDRS Price MF-\$0.25 HC-\$0.20

Descriptors—College Curriculum, Course Descriptions, Course Objectives, Course Organization, Elective Reading, English Curriculum, English Education, *English Instruction, *English Literature, *Novels, Reading Assignments, Reading Materials, *Reading Material Selection, Semester Division, *Undergraduate Study

The awesome task of teaching the English novel in one semester at a small college is illustrated and made more feasible in this concise article. A selected group of novels is commented upon specifically, comprising a total volume of more than 4,100 pages of assigned reading. Using the incentive of higher grades, the author provides two other lists of novels to encourage additional reading. Emphasis is placed on the concept of non-standardized lists which nonetheless stress the reading and background reading considered to be most desirable. (RL)

ED 034 799

TE 500 482

Murray, John J.

Poetry-Teaching Tools.

Pub Date Jul 65

Note—8p.

Available from—Pennsylvania State Univ. Press,

University Park, Pa. 16802

Journal Cit—JGE: The Journal of General Education; v17 n2 p115-122 Jul 1965

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—Associative Learning, Context Clues, Educational Games, *English Instruction, Game Theory, Lexicography, *Literary Analysis, *Poetry, Programing, *Reading Comprehension, Reading Games, Semantics, Structural Analysis, Student Attitudes, Teacher Attitudes, *Teaching Techniques, Word Study Skills

Three game approaches to the teaching of poetry, designed to make the student actively involved with poems are described as "teaching tools." The semantic-dictionary or word-cross game involves programing techniques, logic, and lexicography in poetic analysis. The punched-out poem game involves filling in the blanks of a poem in which all the words supplied act as cues. The poem-paradigm game used traditional sentence outlining to show how sub-parts are interrelated. Byron's poem "She Walks in Beauty" is used as the example for all three games. The influence of Wittgenstein, Descartes, and I.A. Richards is briefly discussed as well as the Cloze procedure in game theory. (AF)

ED 034 800

TE 500 483

Nardin, James T.

Modern Criticism and the Closet Drama Approach.

National Council of Teachers of English, Champaign, Ill.

Pub Date May 65

Note—7p.; Paper read at the National Council of Teachers of English Convention, Cleveland, Ohio, November, 1964

Journal Cit—College English; v26 n8 p591-597 May 1965

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—Acting, *College Students, Creative Dramatics, Creative Reading, Directed Reading Activity, Discussion Groups, *Drama, Dramatics, *Educational Objectives, *English Instruction, Group Reading, Imagination, *Literary Analysis, Literary Criticism, Literary Genes, Literature Appreciation, Reading Development, Teaching Methods, Teaching Techniques, Theoretical Criticism

Modern drama criticism is rebuked for taking the "closet drama approach" which reduces the theater to yet another type of philosophical and content-oriented literary genre. Group participation and discussion are suggested as means by which the student is encouraged to stage an imaginary performance leading to intelligibility and appreciation of the theatrical nature of drama. Special problems encountered by students in reading the drama are examined. (RL)

ED 034 801

TE 500 515

Brown, Lurene

High School English in Retrospect.

National Council of Teachers of English, Champaign, Ill.

Pub Date Dec 63

Note—4p.

Journal Cit—College Composition and Communication; v14 n5 p251-254 Dec 1963

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—Academic Achievement, Class Management, *College Freshmen, *Composition (Literary), Course Evaluation, Curriculum Evaluation, Discipline Problems, English, English Curriculum, *English Instruction, Evaluation Criteria, Grades (Scholastic), Instructional Program Divisions, *Secondary Schools, Standards, *Student Attitudes, Success Factors, Teacher Attitudes

Observations directed primarily toward future teachers of English concerning a 10-year investigation of freshman student attitudes toward their secondary school English training in retrospect are presented in this article. Based on the patterns of responses evident in the anonymously written student criticisms, the author comments on three critically weak areas: (1) High school English classes are not sufficiently well disciplined to allow for satisfactory achievement; (2) Composition assignments are too infrequent and too often poorly planned to develop acceptable writing skills; and (3) Grading systems are not realistic, causing students to feel more accomplished than they are, and thereby contributing directly to incompetence. A generous selection of the student criticism supports the author's analysis. (RL)

ED 034 802

UD 000 477

McKelpin, Joseph P., Ed.

Planning Meaningful Educational Experiences for Culturally Disadvantaged Learners. A Report.

North Carolina Coll., Durham. Bureau of Educational Research.

Spons Agency—North Carolina Coll., Durham; Southern Education Foundation, Atlanta, Ga.

Pub Date Aug 65

Note—165p.; Report of the Institute on the Education of Culturally Disadvantaged Learners (June 21-July 9, 1965)

EDRS Price MF-\$0.75 HC-\$8.35

Descriptors—*Academic Achievement, *Disadvantaged Youth, *Environmental Influences, Environmental Research, Human Development, *Learning Disabilities, Program Design, *Teacher Education, Test Results

Identifiers—North Carolina College
This evaluation of the Institute on the Education of Culturally Deprived Learners covers the problems involved in planning meaningful educational experiences for deprived children. It identifies the psychological, sociological and educational factors to be considered. Also included are the participants' weekly evaluation of the children, and a program to produce "action research plans," along with suggestions for alternative methods to prepare professional personnel for this field. [Appendices (pp. 161-180) not included due to their marginal legibility.] (KG)

ED 034 803

UD 000 955

Environmental Deprivation and Enrichment:

Proceedings of the Annual Invitational Conference on Urban Education (4th, April 26, 1965).

Yeshiva Univ., New York, N.Y. Graduate School of Education.

Spons Agency—New York State Dept. of Mental Hygiene, Albany.

Pub Date 26 Apr 65

Note—88p.

EDRS Price MF-\$0.50 HC-\$4.50

Descriptors—*Cultural Disadvantage, *Disadvantaged Environment, Early Experience, Enrichment, *Enrichment Programs, Environment, *Environmental Influences, Environmental Research, *Individual Development, Individual Differences, Intellectual Development, Reading Development, Student Teacher Relationship, Verbal Development

Identifiers—Project Beacon

The Proceedings begin with Dean Joshua Fishman's welcoming remarks. Dr. Norman Gordon introduces environmental deprivation and enrichment. Individual differences in the effects of early experience on later behavior are Dr. Donald Forgas' subject, whose paper is discussed by Dr. Lawrence Plotkin. Dr. Kenneth Clark analyzes the "cult of cultural deprivation." His dissident is Dr. Alfred Baldwin. Developmental theory and enrichment programs are reviewed by Dr. Martin Whiteman, and discussed by Mr. Kenneth Marshall. Summarization and discussion of the proceedings are by Dr. Edmund Gordon. Appendix items include a summary of Project Beacon, and a listing of the Proceedings of Invitational Conferences on Urban Education and of the Ferkauf Graduate School of Education Reports. (EM)

ED 034 804

UD 003 299

Bondarin, Arley

"Assimilation Thru Cultural Understanding",

Hoboken, New Jersey. A Report.

Center for Urban Education, New York, N.Y.

Program Reference Service.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Information, Technology, and Dissemination.
Report No.—PRS-004
Pub Date Apr 69
Note—64p.

EDRS Price MF-\$0.50 HC-\$3.30

Descriptors—*Bilingual Teacher Aides, *Curriculum Development, *Elementary School Students, Federal Aid, Learning Disabilities, Non English Speaking, Puerto Rican Culture, Puerto Ricans, School Orientation, *Spanish Speaking, Teacher Exchange Programs

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III Programs, Hoboken, New Jersey

This Elementary and Secondary Education Act Title III project aimed at assimilating foreign born and Puerto-Rican children in the Hoboken, New Jersey public school system. Eight programs are described: two-week staff visits to Puerto-Rican schools, teacher exchanges between Hoboken and Puerto Rican school systems, inservice course for teaching students with English handicaps, development of suitable instructional materials, human resource center, daily orientation programs, experimental bilingual classes, and a bilingual student aide program. (KG)

ED 034 805 UD 006 254

Feshbach, Seymour And Others

Empirical Evaluation of a Program for the Remediation of Learning Disabilities in Culturally Disadvantaged Youth: Some Issues and Data.

California Univ., Los Angeles. Dept. of Psychology.

Spons Agency—California State Office of Compensatory Education.

Pub Date 67

Note—9p.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—*Academic Achievement, *Disadvantaged Youth, Educational Testing, Elementary School Students, *Individual Instruction, Junior High School Students, *Learning Disabilities, Middle Class Values, *Motivation, Test Results

Identifiers—Fernald School, UCLA, University of California Los Angeles

This University of California, Los Angeles, Fernald School project was designed to evaluate the impact of an intensive, individualized remedial program upon the learning skills of disadvantaged children. In addition to the focus on learning skills, aspiration levels and self-attitudes, a second objective was to compare learning problems of disadvantaged and middle-class students. The subjects were elementary and junior high students, who were placed in both summer school and full-year programs. The full-year program group at junior high level showed the most improvement. These initial findings indicated that disadvantaged children with learning problems were responsive to individualized instruction programs. Data also showed that misbehavior, poor attendance and unsustained effort are reflective of avoidance motivation rather than a lack of interest in and concern about academic achievement. (KG)

ED 034 806 UD 006 521

Bailey, Beryl Loftman

Language and Learning Styles of Minority Group Children in the United States.

Yeshiva Univ., New York, N.Y. Ferkauf Graduate School of Humanities and Social Sciences.

Pub Date 68

Note—10p.; Paper presented at the American Educational Research Association Annual Meeting (1968)

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—*Bilingualism, *Child Language, Classroom Communication, Cultural Disadvantage, *Disadvantaged Youth, Language Styles, Language Usage, Linguistic Patterns, Minority Groups, Negro Dialects, *Negro Youth, Non English Speaking, *Nonstandard Dialects, Social Dialects, Sociolinguistics, Speech Habits, Student Teacher Relationship, Syntax, Verbal Communication

The paper focuses on the linguistic behavior of Negro children concentrated in communities where a non-standard form of English is the accepted currency. Such children are verbal, possess a language fully developed to serve the needs of their "world," and think effectively enough to

survive in a sometimes hostile environment. Certain basic assumptions must be made in order to communicate with such group: for example, that in non-standard English, time, whether critical or not, is only optionally expressed in the verb if expressed elsewhere in the sentence or indicated by the context. Thus, from the linguist's point of view, the language behavior of this population is highly predictable, and what appears to be occasional divergences from the standard are really parts of a pattern, which every teacher must understand if efficient teaching and learning is to take place in the classroom. This can be said for other minority groups as well, with the modifications made necessary by contrastive analyses of the specific groups' native language and English. (EM)

ED 034 807 UD 006 615

Johnston, William Elbert, Jr. Scales, Eldridge E. Counseling the Disadvantaged Student. Research Studies Series.

Pub Date 25 Mar 68

Note—120p.

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Ability Identification, Community Resources, Counselor Acceptance, Counselor Role, *Counselors, Counselor Training, Cultural Disadvantage, *Disadvantaged Youth, Economic Disadvantage, *Educational Counseling, *Educational Diagnosis, Family Background, *Guidance Counseling, Maladjustment, Minority Group Children, Motivation, Psychological Characteristics, Report, Testing, Vocational Counseling

This guide to coping with problems arising from the psychology and needs of disadvantaged youth examines the characteristics of the disadvantaged youth and especially his family background; the role of the counselor, including establishing rapport with the disadvantaged youth and testing and counseling him; educational and vocational counseling; means of motivating the disadvantaged youth; identification of the able disadvantaged youth; the extension of guidance services through community resources; some comments made by counselors during interviews with the authors; and the impact of the disadvantaged youth upon the counselor. [Not available in hard copy due to marginal legibility of original document.] (EM)

ED 034 808 UD 007 496

Brown, Bert R.

The Assessment of Self Concept Among Four-Year-Old Negro and White Children: A Comparative Study Using the Brown-IDS Self Concept Referents Test.

New York Univ., N.Y. Inst. for Developmental Studies.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 66

Grant—OEG-5-10-045

Note—40p.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Caucasians, Disadvantaged Youth, Individual Characteristics, Lower Class, Low Income, *Negro Youth, Peer Relationship, Perception, Personality, *Preschool Children, Psychological Testing, Research Problems, *Self Concept, Self Esteem, *Socioeconomic Status, Test Results, Upper Class

Identifiers—Brown IDS Self Concept Referents Test, IDS, Institute for Developmental Studies

In a pilot study based on a technique to assess the dimensions of self concept held by young children, 38 lower socioeconomic status Negro and 36 upper-middle socioeconomic status white four-year-old children were given the Brown-IDS Self Concept Referents Test, and retested after three weeks; there was a relatively high level of reliability in the perceptions of self held by Negro and white children in the three-week interval. Subjects tended to perceive themselves—and to see significant others as seeing them—in generally positive ways. However, Negro subjects scored significantly lower, on the average, than white subjects. Both Negro and white subjects reportedly held high positive perceptions of the ways in which they are seen by their mothers and their peers. Subjects who perceived themselves positively tended to see others as perceiving them positively, as was the case with negative perceptions. These results must be evaluated cautiously,

however, due to several possible defects in research design. [Not available in hard copy due to marginal legibility of original document.] (EM)

ED 034 809 UD 009 148

Brody, Lawrence And Others

Discovering and Developing the College Potential of Disadvantaged High School Youth: A Report of the Second Year of a Longitudinal Study on the College Discovery and Development Program.

City Univ. of New York, N.Y. Div. of Teacher Education.

Report No.—CUNY-R-68-2

Pub Date Mar 68

Note—211p.

EDRS Price MF-\$1.00 HC-\$10.65

Descriptors—*Academic Achievement, Achievement Gains, *College Preparation, Compensatory Education, Counseling Services, Curriculum Planning, Developmental Guidance, *Developmental Programs, Guidance Services, Socioeconomic Status, *Student Characteristics, Summer Programs, Talent Development, Talent Identification, Test Results, Underachievers

Identifiers—CDDP, City University of New York, *College Discovery and Development Program

This report examines the College Discovery and Development Program, which seeks to identify underachieving disadvantaged high school students with college potential, to increase their academic motivation, to improve their scholastic achievement, to develop their acceptance of college study as a realistic expectation for themselves, and to facilitate their college success. The report, which includes specialized topical essays and summaries of adjunct studies, details comparisons of the first and second year participants at intake, the achievement for the first year group in the eleventh grade, the achievement for the second year group in the tenth grade, the effects of the summer program, curriculum, college consultants, and guidance services. See ED 011 683 and UD 009 149 for first year and third year reports, respectively, of the Longitudinal Study. (EM)

ED 034 810 UD 009 151

Weissman, Harold H., Ed.

Employment and Educational Services in the Mobilization for Youth Experience. The New Social Work Series.

Pub Date 69

Note—224p.

Available from—Association Press, 291 Broadway, New York, N.Y. 10007 (1733-1, \$2.95)

Document Not Available from EDRS.

Descriptors—*Delinquents, Educational Innovation, *Educational Opportunities, *Employment Opportunities, Guidance Programs, Higher Education, Job Placement, Parent Education, Reading Programs, Remedial Programs, School Community Relationship, *Slum Environment, Teaching Quality, Trainees, Vocational Counseling, Vocational Training Centers, Youth Employment, Youth Problems

Identifiers—MFY, *Mobilization For Youth

This book is a record of the efforts in the areas of employment and educational services, of the Mobilization For Youth (MFY) Program, a project to remediate juvenile delinquency in New York City's Lower East Side. An introductory section describes the historical origin of the racial components of the Lower East Side slums. Following are papers written by the program reporting and line staff members of MFY, separated in two parts: Part I—employment opportunities, comprised of (1) overview of employment opportunities, (2) processing of the trainee, (3) work crews and dispensed work, (4) advanced and post training programs, (5) demonstration prevocational program, (6) vocational counseling of trainees, (7) remedial education in a work-training program, (8) the problem of job placement, and (9) appraisal of youth employment programs; and, Part II—educational opportunities, comprised of (1) overview of educational opportunities, (2) parent education program, (3) school-community relations, (4) reading programs, (5) guidance and attendance programs, (6) improving the quality of teaching, (7) homework helper program, (8) higher education program, and (9) educational innovation—the case of an external innovating organization. The concluding paper in each part summarizes the major issues which emerged from the experiences described. (VL)

ED 034 811 **UD 009 159** **For All the People...by the People: A Report on** **Equal Opportunity in State and Local Govern-** **ment Employment.**

Commission on Civil Rights, Washington, D.C.

Pub Date 69

Note—291p.

Available from—Superintendent of Documents,
 U.S. Government Printing Office, Washington,
 D.C. 20402 (\$1.50)

EDRS Price MF-\$1.25 HC Not Available from
EDRS.

Descriptors—Chinese Americans, City Govern-
 ment, Civil Rights, County Officials, *Employ-
 ment Opportunities, *Government Employees,
 Minority Groups, *Negro Employment, Person-
 nel Selection, Racial Discrimination, *Social
 Discrimination, Spanish Americans, State
 Government

Identifiers—*Commission on Civil Rights

The U.S. Commission on Civil Rights prepared
 this report on the extent of equal employment
 opportunity for minority group members in State
 and local government pursuant to Public Law 85-
 315. 628 jurisdictions in seven Standard
 Metropolitan Statistical Areas were surveyed
 since they contain substantial and varied minority
 group populations, are diversified in character,
 and are scattered throughout the Nation. All
 levels of State and local government were
 covered except part-time employment and em-
 ployment in education. The major topics
 discussed include: patterns of minority group
 employment in state and local government; minority
 workers and public personnel systems; employ-
 ment discrimination in police and fire depart-
 ments; and Federal requirements for equal em-
 ployment opportunity. Recommendations are
 made for the amelioration of marked social and
 racial discrimination in employment. Descriptive
 statistical analysis is extensively utilized. (EM)

ED 034 812 **UD 009 258**

An Evaluation of the Foster Grandparent Pro- **gram.**

Greenleigh Associates, Inc., New York, N.Y.

Spons Agency—Office of Economic Opportunity,
 Washington, D.C.

Pub Date Oct 66

Note—110p.

EDRS Price MF-\$0.50 HC-\$5.60

Descriptors—Administrative Organization, Child
 Welfare, Community Relations, Emotional Ad-
 justment, *Employment Opportunities, *Foster
 Family, Handicapped Children, Institutional
 Environment, *Older Adults, *Parent Role,
 Poverty Programs, Retarded Children, Social
 Influences, Training Allowances

Identifiers—*Foster Grandparent Program

Reported is an evaluation of an innovative pro-
 gram funded by the Federal Government to
 simultaneously provide: (1) grandparents for de-
 pendent, neglected and emotionally disturbed
 children institutionalized in hospitals, various
 child welfare agencies, and institutions for the re-
 tardated, and (2) employment for the aged. In
 overall impact, the program demonstrated its vi-
 ability as an effective instrument in reducing
 poverty among the poor by raising them above
 poverty income level, providing a new and
 needed role for the aged, and gaining acceptance
 as a feasible part of the total programs of the
 varied types of institutions. The principal recom-
 mendation is that of the need to expand the pro-
 gram on a large scale to provide employment for
 older people. Other findings comprehensively
 cover: organizational structure; orientation of
 local projects; functions of local agencies; recruit-
 ment, screening, selection, training, and super-
 vision of foster grandparents; referral of applicants;
 cost and time factors; pay scales; personnel poli-
 cies; community relationships; new roles for the
 aged; and the need for long term evaluation stu-
 dies. (RJ)

ED 034 813 **UD 009 279**

Gray, Susan W. Klaus, Rupert A. **Deprivation, Development, and Diffusion.**

George Peabody Coll. for Teachers, Nashville,
 Tenn.

Spons Agency—National Inst. of Mental Health
 (DHEW), Bethesda, Md.

Report No.—NIMH-5-R11-MH-765

Pub Date 4 Sep 66

Note—25p.; Speech given at the Meeting of the
 Division of School Psychologists, American
 Psychological Association, September 4, 1966

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—Academic Aptitude, *Developmen-
 tal Programs, *Educationally Disadvantaged,
 Educational Retardation, Intellectual Develop-
 ment, Intelligence, *Intervention, Learning
 Readiness, *Preschool Children, *Preschool
 Programs, School Social Workers,
 Socioeconomic Status, Southern States

Identifiers—Early Training Project, Nashville

The Early Training Project, supported by the
 National Institute of Mental Health experimen-
 tally tested a developmental intervention program
 designed to improve the educability of young
 educationally deprived children. Three groups
 were randomized from a group of 65 deprived
 children born in 1958 in a small southern city.
 One group had three summers of a specially
 planned preschool, the other two. Both had the
 services of a specially trained home visitor during
 the first grade. The third group served as the
 local control group. A fourth group in a town
 similar in economic structure, but 60 miles
 distant, served as an additional control group.
 The maximum effect of intervention on intel-
 ligence scores was obtained just prior to school
 entrance. An extended program of pre-school in-
 tervention can have lasting effects only if the
 public school and community cooperatively "ca-
 pitalize" on such gains. (EM)

ED 034 814 **UD 009 284**

Bondarin, Arley

"The Racial Balance Plan", White Plains, New **York. A Report.**

Center for Urban Education, New York, N.Y.

Program Reference Service.

Report No.—PRS-001

Pub Date [68]

Note—47p.

EDRS Price MF-\$0.25 HC-\$2.45

Descriptors—*Academic Achievement, Boards of
 Education, Community Support, *Disad-
 vantaged Youth, Educational Finance, Educa-
 tional Planning, Integration Effects, Negro Stu-
 dents, Personnel, Population Distribution, Pro-
 gram Evaluation, *Racially Balanced Schools,
 Remedial Reading, *School Integration, Stu-
 dent Attitudes, Student Behavior

Identifiers—*White Plains

This report presents both a description of the
 White Plains Racial Balance Plan and an evalua-
 tion resting heavily on pupil achievement data.
 Areas covered include: background information,
 student population and facilities, personnel, ob-
 jectives, implementation and modification of the
 plan, remedial instruction, population stability,
 parent and teacher opinion surveys, pupil at-
 titudes and behavior, analysis of comparative
 academic achievement before and after institu-
 tion of the plan, and finance. (KG)

ED 034 815 **UD 009 286**

Survey of Attitudes in Desegregated School Dis- **tricts, Spring 1969. Press Release.**

Office for Civil Rights (DHEW), Washington,
 D.C.

Pub Date 69

Note—17p.; Released by Department of Health,
 Education, and Welfare, Washington, D.C., Of-
 fice of the Secretary, August 24, 1969

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—Administrator Attitudes, After
 School Activities, Civil Rights, Cocurricular
 Activities, *Integration Effects, Learning Ex-
 perience, *Negro Attitudes, Parent Attitudes,
 *School Integration, Social Integration,
 *Southern Attitudes, *Southern Schools,
 Teacher Attitudes, Teaching Experience

Identifiers—Florida, Georgia, Mississippi, South
 Carolina, Southeastern Regional Office for
 Civil Rights, Tennessee

This report is a survey of attitudes on
 desegregation conducted by the Southeastern Re-
 gional Office for Civil Rights, Department of
 Health, Education and Welfare in the Spring of
 1969. It was undertaken to help civil rights staff
 better understand the integration process. The
 staff interviewed 1230 persons involved in school
 desegregation in 13 school districts which had ex-
 perience desegregation for 2 years. Black and
 white students, teachers, administrators, and
 parents in Florida, Georgia, Mississippi, South
 Carolina and Tennessee were interviewed. In-
 terviewees were asked to give their opinions on how
 things had gone on in the learning process, the
 teaching experience, extra-curricular school ac-
 tivities and social activities. An overall positive
 nature of the majority responses is demonstrated.
 (KG)

ED 034 816 **UD 009 294**

Wong, William, Ed.

Education for Today's Students. Proceedings of **the Annual Conference (7th, Washington, D.C.,** **March 30, 31, April 1, 1969).**

National Committee for Support of the Public
 Schools, Washington, D.C.

Pub Date 69

Note—96p.

Available from—National Committee for Support
 of the Public Schools, 1424 16th St., N.W.,
 Washington, D.C. 20036 (\$1.50)

Document Not Available from EDRS.

Descriptors—Activism, Adolescence, Child
 Psychology, Classroom Environment, Commu-
 nity Involvement, *Community Schools, *Cur-
 riculum Development, Disadvantaged Youth,
 Educational Administration, *Educational Ex-
 periments, Educational Finance, Educational
 Television, Guidance Counseling, High Schools,
 Human Development, *Relevance (Education),
 Social Studies, *Student Attitudes, Urban
 Schools

Identifiers—Ocean Hill Brownsville

The National Committee for Support of the
 Public Schools focused on the claims of students
 and parents at its Seventh Annual Conference.
 Topics covered were student unrest, community
 involvement, relevant issue oriented approach to
 social studies, instructional television, student-run
 educational experiments, school management,
 classroom environment, and modern concepts of
 childhood compared to those of pre-industrial
 Europe. Notable speakers were Dr. Robert Coles,
 Dr. Lawrence Fuchs and Rhody McCoy. (KG)

ED 034 817 **UD 009 295**

McLaurin, Melton

The Image of the Negro in Deep South Public **School State History Texts.**

Pub Date [68]

Note—20p.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—Changing Attitudes, *Content Anal-
 ysis, Negro History, *Negro Stereotypes, *So-
 cial Discrimination, *Southern Attitudes,
 *Textbook Bias

This report reviews the image portrayed of the
 Negro, in textbooks used in the deep South.
 Slavery is painted as a cordial, humane system
 under kindly masters and the Negro as docile and
 childlike. Although the treatment of the modern
 era is relatively more objective, the texts, on the
 whole, evade treatment of the Civil Rights strug-
 gle, violence, and the positive contributions of
 Negro leaders such as Martin Luther King. (KG)

ED 034 818 **UD 009 296**

ESEA Title I Evaluation Report. Wichita Program **for Educationally Deprived Children, September** **1968-August 1969.**

Wichita Unified School District 259, Kans.

Report No.—PROJ-69083

Pub Date Sep 69

Note—293p.

EDRS Price MF-\$1.25 HC-\$14.75

Descriptors—Academic Achievement, At-
 tendance Services, Cultural Enrichment, *Dis-
 advantaged Youth, *Elementary School Stu-
 dents, Guidance Counseling, Industrial Arts,
 *Junior High School Students, Music Educa-
 tion, Physical Education, *Reading Improve-
 ment, Reading Instruction, Summer Programs,
 Teacher Aides

Identifiers—*Elementary Secondary Education
 Act Title I Program, ESEA Title I Programs,
 Wichita Kansas School District

The Wichita Program for Educationally
 Deprived Children, funded by the Elementary
 and Secondary Education Act Title I, directed it-
 self to correcting reading problems of and at-
 tendance aide activities for elementary and junior
 high school students. The present program in-
 volved over 13,000 students in 43 schools. Addi-
 tional art, music, physical education, industrial
 arts, and clothing and grooming classes supple-
 mented the program. Included with the evalua-
 tion of the above areas are the evaluations of
 guidance and counseling, teacher assistants pro-
 gram, extra health service, attendance improve-
 ment, cultural enrichment, neglected children's
 and summer school programs. Specimen
 questionnaire and interview forms used are ap-
 pended. For previous Wichita Program evaluation
 reports see ED 026 230 (Summer 1968), UD 007
 779 and UD 007 780 (February 1969). (KG)

ED 034 819

UD 009 306

Sitgreaves, Rosedith
Comments on the "Jensen Report".
Columbia Univ., New York, N.Y. Teachers College.

Pub Date [69]

Note—6p.; Paper presented at the Meeting of the National Academy of Education, UCLA, October 11, 1969.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Abstract Reasoning, *Academic Achievement, Caucasian Students, *Environmental Influences, Environmental Research, *Genetics, Hypothesis Testing, Individual Characteristics, *Intelligence Differences, *Intelligence Quotient, Mathematical Models, Negro Students, Psychological Tests, Racial Differences

Identifiers—Jensen (Arthur R)

This paper repudiates Jensen's hypothesis that differences in IQ scores and scholastic achievement in Negro and white children are genetically based. Specifically, Jensen's identification of IQ scores as a measure of abstract reasoning and problem solving and of levels of ability, and his evaluation of the magnitude of the genetic component in IQ scores, are stated to have raised serious questions. The alternative hypothesis presented is that the distribution of the genetic component in the white and Negro populations both, which Jensen postulated was a reflection of the observed differences in IQ scores, is considered the same in both groups. Using the model from quantitative genetics, it is assumed that the IQ score (the phenotype) can be represented as the sum of two components: (1) that resulting from the genetic structure of the individual (the genotype), and (2) the sum total of all the non-genetic influences (the "environment"). Detailed but simplified mathematical analysis is used to demonstrate that Jensen has omitted consideration of the effects of environmental influence. The need for research on the evaluation of environmental effects involving a wealth of hitherto ignored cultural and psychological factors is emphasized. [Not available in hard copy due to marginal legibility of original document.] (RJ)

ED 034 820

UD 009 320

Rosenthal, Harvey M.
Public School Segregation and Related Population Characteristics of Stamford, Connecticut.

Center for Urban Education, New York, N.Y.
Spons Agency—Stamford City Board of Education, Conn.

Pub Date Jul 67

Note—52p.

EDRS Price MF-\$0.25 HC-\$2.70

Descriptors—Caucasians, Demography, Economic Factors, Housing Discrimination, Negroes, Population Distribution, *Racial Composition, Racial Distribution, Racial Segregation, *Residential Patterns, *School Segregation, Social Class, *Socioeconomic Status, Urban Population

Identifiers—Connecticut, *Stamford

This compilation of selected social, demographic and economic characteristics of the Stamford population as these pertain to the current racial composition of the city's public schools, was part of a larger study of quality desegregated education conducted in the Stamford public schools. The data were derived from a number of sources, primarily the 1960 United States Census reports. The major findings show the Negro and white populations of Stamford to be estimated as 10.0 percent and 90.0 percent respectively in 1966. Any school having more than double, or less than half the percentage of the representation of Negroes in the city population, was classified as racially segregated. By this definition and on the basis of the 1966 student census conducted by the superintendent of the Stamford public schools, 12 of the 17 public elementary schools were classified as either Negro or white segregated. The major determinant of public school segregation is the city's extreme pattern of residential segregation. (JM)

ED 034 821

UD 009 324

Tapscott, Elizabeth M.
State Summary of Title I ESEA for Fiscal Year 1967.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Pub Date Nov 67

Note—56p.

EDRS Price MF-\$0.25 HC-\$2.90

Descriptors—Achievement Gains, *Compensatory Education, *Disadvantaged Youth, *Educational Objectives, Handicapped Children, Language Arts, Program Effectiveness, *Program Evaluation, Reading Improvement, Standardized Tests, Statistical Data, Test Results

Identifiers—*Elementary Secondary Education Act Title I Program, ESEA Title I Programs, Hawaii

This evaluation of 110 projects in which 17,298 disadvantaged children of the State of Hawaii participated in 1967 is based on professional observations, standardized test scores, and teacher-made tests. The report covers the following topics in the operation of the Elementary and Secondary Education Act Title I projects: (1) major achievements, (2) description of activities and methods, including State Educational Agency services to Local Educational Agencies, pressing educational needs, prevalent project objectives, Title I and other Federal program activities, staffing, and programs for non-public school and handicapped children, (3) problems resolved, (4) Statewide tabular data, Title I, fiscal year 1967, covering average daily attendance and membership, dropout rates, standardized test results, and post high school Title I graduates, (5) effective projects, (6) supplementary data on program effectiveness and dissemination of information, and (7) statistical data on participants, staff, activities, services, and expenditures. The overall conclusion of the evaluation was that some significant expansion and improvement of programs for disadvantaged children in Hawaii had been achieved. (RJ)

ED 034 822

UD 009 325

Annual Evaluation Report on Programs Funded Under Title I ESEA in Maryland, Fiscal Year 1968.

Pub Date [68]

Note—41p.

EDRS Price MF-\$0.25 HC-\$2.15

Descriptors—Academic Achievement, Achievement Tests, Behavior Change, *Disadvantaged Youth, Elementary School Students, *Language Arts, Reading Diagnosis, *Reading Improvement, *Reading Instruction, Secondary School Students, Student Attitudes, Test Results

Identifiers—*Elementary Secondary Education Act Title I Program, ESEA Title I Programs, Maryland

This report evaluates the 1968 Elementary and Secondary Education Act Title I programs in the State of Maryland. The emphasis of the programs was on language arts and reading skills for educationally disadvantaged students. Evaluation is partially based on local evaluation reports from administrators, parents, pupils, lay citizens, and community leaders. Teacher observations showed marked changes in students' attitudes and behavior due to Title I activities. Test data objectively confirmed the effectiveness of the program in improving reading skills. Four exemplary Title I projects: (1) Anne Arundel County Preschool Program, (2) Talbot County Preschool Program, (3) Prince George's County Title I Program, and (4) Washington County Language Arts Program are described in detail. An appendix of the test data is included. (KG)

ED 034 823

UD 009 326

Havighurst, Robert J.
Minority Sub-cultures and the Laws of Learning.

Chicago Univ., Ill.

Pub Date Aug 69

Note—27p.; Edward L. Thorndike Award Lecture, Div. 15, American Psychological Association, Washington, D.C., August 31, 1969

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*American Indians, Behavior Change, Economic Disadvantage, Individual Instruction, Jews, *Learning Characteristics, Minority Groups, *Motivation, *Negro Students, *Reinforcement, Rewards, Self Concept, Subculture

Comparative motivational studies of middle class and lower class children show that different economic and ethnic groups vary in their reward-punishment systems. Teachers should have a systematic theory of the working of reward and punishment in learning. Their theory should include the concept of a hierarchy of reward levels, and they should understand what levels of reward are working in their class. Teachers should help a

student develop his ego, or internal control, as a controller and rewarder of his behavior. Order and consistency in the class room situation and individualized instruction help strengthen ego control. Students need to learn to predict their own learning in relation to their effort to learn. A successful program should let students know what their responsibilities are, participate in making decisions about their work and give them accurate information on their progress. This theory as applicable to disadvantaged students is discussed in the report. [Not available in hard copy due to marginal legibility of original document.] (KG)

ED 034 824

UD 009 329

Litizinger, F. Donald And Others.
Development of a Cooperative Retailing Program for the Disadvantaged.

Monroe Community Coll.; Rochester, N.Y. Dept. of Business Administration.

Pub Date Jul 69

Note—44p.

EDRS Price MF-\$0.25 HC-\$2.30

Descriptors—*Curriculum Development, Curriculum Research, *Disadvantaged Youth, Employment Qualifications, *Industrial Education, *Junior Colleges, Manpower Needs, Questionnaires, Relevance (Education), School Industry Relationship, Unemployed, Vocational Education

Identifiers—*Monroe Community College, Rochester

This report presents a two-year junior college retailing curriculum for the disadvantaged, proposed on the basis of answers to questionnaires sent to retailing industries in the Metropolitan Rochester area. The questionnaires were designed to assess the need and feasibility of such a retailing program and to ascertain qualifications required to enter the industry. The proposed curriculum includes the following: group leadership techniques, survey of retailing principles, physical education (team sports), salesmanship, communications, retailing mathematics, and work-study discussion seminars. (KG)

ED 034 825

UD 009 330

Title I ESEA: Annual Report, 1966-67.

Mississippi State Dept. of Education, Jackson.

Pub Date [67]

Note—38p.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Compensatory Education, Construction Programs, *Disadvantaged Youth, Dropouts, *Educational Programs, Inservice Programs, Personnel Policy, *Program Evaluation, Statistical Data, Student Enrollment, Tables (Data)

Identifiers—*Elementary Secondary Education Act Title I Program, ESEA Title I Programs, Mississippi

This report, an annual evaluation of Mississippi's Elementary and Secondary Education Act Title I program, is comprised of three sections. Section I presents a general analysis of Title I, and a description of activities and methods. Sections II and III are completely devoted to tabulations. In Section II appear tables reflecting surveys and findings covering the following areas: enrollment and average daily attendance; comparison of enrollment and average daily attendance between State norm, Title I schools and other schools; and test data. The final section encompasses statistical data relative to Title I programs, providing information on: progress of projects; in-service training of staff; new personnel (Title I); total personnel (Title I); total personnel involved in Title programs; and the physical construction of classrooms and instructional areas. [Not available in hard copy due to marginal reproducibility of original document.] (VL)

ED 034 826

UD 009 331

State Annual Evaluation Report, Title I, ESEA, Fiscal Year 1967.

Connecticut State Dept. of Education, Hartford. Office of Program Development.

Pub Date Dec 67

Note—67p.

EDRS Price MF-\$0.50 HC-\$3.45

Descriptors—Academic Achievement, *Compensatory Education, *Disadvantaged Youth, *Educational Objectives, Handicapped Children, Inservice Programs, Language Instruction, Nonprofessional Personnel, Parent Participation, *Program Evaluation, Standardized

Tests, Student Enrollment, Summer Programs, Test Results

Identifiers—Connecticut, *Elementary Secondary Education Act Title I Program, ESEA Title I Programs

This four-section report is an evaluation of educational programs in the state of Connecticut. The major achievements listed as made possible are: 30 programs for children of preschool age, 80 additional summer programs for deprived youth, special instructions in basic skills for the latter children, increased special language assistance for children with English language difficulties, improvement of attitudes toward school in deprived children, use of non-professional personnel in supplementing programs, meaningful parent participation, and cooperation between public and non-public school personnel. A description of activities and methods used and major problems completes Section I. Section II deals with attendance, dropouts, standardized test results, and continuing education data. The most outstanding projects of the year, and Title I Amendment Programs are described in Section III. The final section lists a representative sample of Title I Project evaluations, followed by an attachment giving the sample format used in the preparation of this evaluation. (RJ)

ED 034 827 UD 009 332

Scheinfeld, Daniel R. Parker, Melita. The Sharper Minds Program: Group Problem-solving for the Disadvantaged.

Institute for Juvenile Research, Chicago, Ill. Report No.—RR-Vol-6-No-7

Pub Date 69

Note—17p.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—Critical Incidents Method, *Disadvantaged Youth, *Elementary School Students, *Group Discussion, *Problem Solving, *Relevance (Education), Teaching Techniques

Identifiers—Sharper Minds Program

This report describes a group problem-solving approach to educating disadvantaged elementary school children. It is suggested that aggressive verbal exchange and active solution to real life problems are potent tools for helping disadvantaged students become active learners and creative participants in society. Methods for conducting such a group following the so-called Sharper Minds Program are described stepwise, along with suggestions for kinds of problems to be used. (KG)

ED 034 828 UD 009 333

Annual State Summary Report of Title I ESEA Projects, Fiscal Year 1967.

Maryland State Dept. of Education, Baltimore.

Pub Date [67]

Note—51p.

EDRS Price MF-\$0.25 HC-\$2.65

Descriptors—Cultural Enrichment, *Disadvantaged Youth, Handicapped Children, Language Arts, *Medical Services, Nutrition, Reading Improvement, *Reading Instruction, *Self Concept, Staff Utilization, Standardized Tests, Teaching Procedures, Test Results, Verbal Communication

Identifiers—*Elementary Secondary Education Title I Program, ESEA Title I Programs, Maryland

This 1967 Annual State Summary Report of Elementary and Secondary Education Act Title I Projects describes Maryland's objectives for educating disadvantaged children. Projects were aimed at improving reading and language arts skills, test performance, verbal and nonverbal communication and strengthening the student's concept of himself and his ability to learn. Medical and nutritional services were also part of the programs. Methods of instruction used, along with descriptions of staff development and utilization, and programs for handicapped children are included. Tabular and standardized achievement test data are appended. (KG)

ED 034 829 UD 009 334

An Intensive Program for the Attainment of Educational Achievement in Deprived Area Schools of New York City. MARC Document No. 1.

Metropolitan Applied Research Center, Inc., New York, N.Y.

Pub Date Mar 68

Note—32p.

EDRS Price MF-\$0.25 HC-\$1.70

Descriptors—Academic Achievement, *Community Involvement, *Decentralization, *Disadvantaged Schools, Educational Diagnosis, Guidance Counseling, Outdoor Education, Parent Responsibility, Reading Improvement, Remedial Programs, School Responsibility, Student Evaluation, *Teacher Education, Vocational Counseling

Identifiers—*New York City

This proposal outlines goals for improvement in public schools in disadvantaged areas in New York City in the following five fields: academic achievement, teacher training, accountability, decentralization and community involvement. A description of skills to be attained in the kindergarten and grades 1-8 is given along with recommendations for remedial and vocational training in the high schools. Outer-community experiences, such as camping trips, are considered essential along with workshop centers within the schools to provide therapy and counseling. Teacher training would include in-service training, seminar work in the ethnic structure of the community, and a reserve corps of teachers to fill vacated positions and to provide substitutes to maintain continuity. Parental and school responsibility are stressed, and a hierarchy of accountability is outlined in addition to a plan of continuous evaluation and diagnosis of students' progress. Guidelines for decentralization and methods of developing community involvement are also included. (KG)

ED 034 830 UD 009 337

Gordon, Edmund W.

Relevance or Revolt.

Pub Date 30 Apr 69

Note—23p.; Speech given at Teachers College, New York, N.Y., April 30, 1969

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—*Activism, *College Students, Employment Patterns, Government Role, Higher Education, Labor Economics, Military Service, Negro Students, Political Issues, *Social Change, Social Structure, *Student Alienation, Student Needs, *Trustees

Dr. Edmund Gordon explains student revolt as a justified political movement and not symptomatic of personal problems or the generation gap. Students, an oppressed class systematically kept out of the labor force by military obligations and higher education, have legitimate complaints against the universities whose interests have become intertwined with those of business and government. The trustees, on the other hand, are confronted with their fiscal and managerial responsibilities to conserve and maintain what is, and their pedagogical responsibilities for insuring that these institutions continue to evolve as agencies responsive to the needs of students and of society. (KG)

ED 034 831 UD 009 340

Gittell, Marilyn, Ed. Hevesi, Alan G., Ed.

The Politics of Urban Education.

Pub Date 69

Note—386p.

Available from—Frederick A. Praeger, New York, New York (\$3.50)

Document Not Available from EDRS.

Descriptors—Administrative Policy, Black Power, Community Role, Decentralization, *Decision Making, Educational Change, *Minority Groups, Political Power, Professional Personnel, *School Community Relationship, School Improvement, *Social Change, *Urban Schools

Identifiers—Bundy Plan, District of Columbia, New York, Ocean Hill Brownsville, Philadelphia, Pittsburg

This book is a compilation of readings on the politics of urban education. Topics covered are community power structure, community control, school segregation, decision making in school desegregation, obstacles to desegregation in New York City and leaders in public education. Professionalism and bureaucracy versus community control, critiques of elitist theories of democracy, educational systems in Boston, Chicago, Pittsburgh and Philadelphia, and school governance and reform (the Bundy Plan, and critiques of Philadelphia and Washington, D.C. systems) are also discussed. Finally, the New York Civil Liberties Union report on the Ocean Hill-Brownsville controversy is critically examined. (KG)

ED 034 832

Prichard, Paul N.

The Effects of Desegregation on Student Success in the Chapel Hill City Schools.

North Carolina Univ., Chapel Hill.

Pub Date Feb 69

Note—8p.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—*Academic Achievement, Academic Failure, Achievement Rating, Achievement Tests, *Caucasians, Elementary Grades, Elementary School Curriculum, Elementary School Students, Grade 5, Grade 7, Grade 9, Grades (Scholastic), Middle Class, *Negro Students, Racial Integration, *School Integration, School Orientation

Identifiers—*Chapel Hill North Carolina Schools.

This paper summarizes the research conducted for a doctoral thesis at the University of North Carolina at Chapel Hill in February 1969. It gauges the effect of the complete desegregation of Chapel Hill schools on its fifth, seventh, and ninth grade students. The achievement scores of those students who attended segregated schools during 1965-66 were compared with the scores of the students who later attended desegregated schools. Comparisons were then made between students in grades five, seven, and nine of segregated schools with students at the same grade level who had experienced one and two years of desegregation. Desegregation in itself does not appear to have had any significant negative effects on the academic achievement of either race, the only significant changes having been of a positive nature. In general, Negro students failed a higher percentage of their courses than did white students during the period of this study. However, this may well be due to the orientation of the curriculum and teaching methods of Chapel Hill schools to the average middle-class white student. (JM)

ED 034 833 UD 009 441

Children's Community Workshop School, New York City. Program Conspectus.

Center for Urban Education, New York, N.Y. Program Reference Service.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Information, Technology, and Dissemination.

Report No.—PC-001

Pub Date Oct 69

Note—4p.

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—*Activity Learning, Caucasian Students, *Community Schools, Cultural Enrichment, *Elementary School Students, Lower Class Students, Middle Class, Negro Students, Parent Participation, Private Schools, Puerto Ricans, *Relevance (Education), *Ungraded Classes

Identifiers—New York City

This bulletin describes the New York City Children's Community Workshop School, the school being founded on the premise that children learn best through concrete activities which relate to the experiences of everyday life. Serving a mixed racial population of Black, Puerto Rican and Caucasian students, the students (five and one-half to 11 years old) represent an economic balance of two-thirds disadvantaged and one-third privileged. Classes are ungraded and parent participation is stressed. (KG)

ED 034 834 UD 009 442

The Urban Day School, Milwaukee, Wisconsin. Program Conspectus.

Center for Urban Education, New York, N.Y. Program Reference Service.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Information, Technology, and Dissemination.

Report No.—PC-002

Pub Date Oct 69

Note—4p.

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—*Caucasian Students, Counseling, Cultural Enrichment, Elementary School Students, Junior High School Students, Kindergarten Children, *Low Income Groups, Negro Students, Parent Participation, *Private Schools, *Puerto Ricans, Remedial Reading, Speech Therapy, Ungraded Classes, *Urban Schools

Identifiers—Milwaukee, Montessori

This fact sheet bulletin describes the Urban Day School (UDS) in Milwaukee, Wisconsin. The

school contains grades pre-kindergarten through 8, and its student body is drawn from lower income caucasian, Negro and Puerto Rican families. The UDS is a private school, without church affiliation, although it is staffed in part by Dominican Sisters. It has an accredited Montessori preschool, ungraded primary classes in grades 1 to 4, and departmental classes in grades 5 to 8. The school offers speech therapy, remedial reading, mathematics, psychological counseling, and a cultural enrichment program. Particular stress is placed on parent involvement, and no child is admitted unless his parents "pledge" to become involved in his education. Pupil achievement data and budget figures are also included. (KG)

ED 034 835 UD 009 443
Mobile Reading Centers, Dade County, Florida.
Program Conspectus.

Center for Urban Education, New York, N.Y.
Program Reference Service.

Spons Agency—Office of Education (DHEW),
Washington, D.C. Div. of Information,
Technology, and Dissemination.

Report No.—PC-003

Pub Date Oct 69

Note—4p.

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—*Elementary School Students,
Grade 3, Grade 4, Grade 5, Grade 6, Mobile
Classrooms, *Reading Clinics, *Reading Diag-
nosis, *Reading Difficulty, Reading Improve-
ment, Reading Instruction, *Remedial Reading
Identifiers—Dade County, Florida

This bulletin describes Mobile Reading Centers which serve students with reading disabilities in grades 3 through 6 in Dade County, Florida schools. The centers consist of 5 buses which were formerly staffed by 3 remedial reading specialists (1965-1968) but, due to cutback in funds, are presently staffed with one specialist (1968-1969). The mobile units serve 10 schools a year and provide one half-hour of instruction daily to each student. Both informal and standardized data attest to the fact that the students' reading skills have improved. In addition, attendance, attitudes, study habits, and classroom participation have enhanced academic progress. (KG)

ED 034 836 24 UD 009 485
Racism and Education: A Review of Selected Literature Related to Segregation, Discrimination, and Other Aspects of Racism in Education.
Michigan-Ohio Regional Educational Lab., Inc., Detroit.

Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.

Bureau No—BR-6-1465

Pub Date May 69

Note—100p.

EDRS Price MF-\$0.50 HC-\$5.10

Descriptors—Academic Achievement, Adminis-
trative Policy, Attitude Tests, Boards of Educa-
tion, Compensatory Education, Decentraliza-
tion, *Education, Inservice Education, *Litera-
ture Reviews, Motivation, Personnel Selection,
Preservice Education, *Racial Discrimination,
Racial Segregation, *Racism, *School Segrega-
tion, Self Concept, Student Attitudes, Teacher
Attitudes, Teacher Education

This review of research on racism and education comprises sixteen program topics selected by the Michigan-Ohio Regional Educational Laboratory. The introductory section carries 33 items (after Berelson and Steiner, 1964) described as general findings from behavioral science research which appeared four years before the Kerner Commission Report. The topics dealt with are: (1) Changing attitudes of students and teachers, which includes: improvement of Negro self-concept, achievement motivation, confrontation approaches, and teacher attitudes and expectations; (2) Curriculum and materials; (3) Decreasing racial isolation, consisting of: improvement of Negro self-concept, achievement motivation, desegregation, and staff deployment by race; (4) Compensatory education; (5) School working with other agencies, comprised of: decentralized lay board of education, other approaches, and pre-service teacher education; (6) Administrative practices; (7) Teacher education, treated in the two parts: pre-service education recommendations, and in-service education recommendations. Fifteen attitude scales and questionnaires are listed as significant evaluation instruments met with in the literature. (RJ)

ED 034 837 24 UD 009 486
Hurwitz, Alan. Snook, Valerie.
Pilot Study: Unit on White Racism.
Michigan-Ohio Regional Educational Lab., Inc., Detroit.

Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.

Bureau No—BR-6-1465

Pub Date Jul 69

Note—161p.

EDRS Price MF-\$0.75 HC-\$8.15

Descriptors—Behavior Change, Changing At-
titudes, Leadership Training, Negro History,
*Pilot Projects, *Program Development, *Pro-
gram Evaluation, Racial Attitudes, Racial Dis-
crimination, *Racism, Sensitivity Training, Staff
Role, *Training Techniques
Identifiers—Michigan Ohio Regional Educational
Laboratory, MOREL

This report is an attempt to explore approaches in which white people examine their own racism, understand its nature and its consequences, and then plan self-directed changes in the direction of increasingly anti-racist behavior. In the pilot study described and evaluated in the report, three general purposes indicated were: assisting participants develop greater knowledge and changes in attitudes and behaviors so they could become increasingly effective in overcoming racism—primarily their own racism; training the staff of the Michigan-Ohio Regional Educational Laboratory (MOREL) in ways of conducting antiracist programs; and, providing the data needed to plan and initiate effective development programs for combating white racism. Reportedly, lack of sufficient time prevented MOREL staff from conducting complete analyses of the evaluation findings. However, some ideas generated during the pilot study period itself are incorporated in two sections: Recommended Alternative Programs for Overcoming White Racism, and Recommended Techniques for Developing Sensitivity to Racism on the Part of White People. Pilot study agendas, evaluation forms, questionnaires, newsletters, and proposals are appended. (RJ)

ED 034 838 24 UD 009 588
Owen, John D.

Racial Bias in the Allocation of Teachers in Sixty-nine Urban Elementary School Systems.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.

Report No.—CSSOS-R-52

Bureau No—BR-6-1610

Pub Date Nov 69

Grant—OEG-2-7-061610-0207

Note—15p.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—Bias, *Caucasians, Defacto Segrega-
tion, Elementary Schools, *Negro Students,
*Negro Teachers, Northern Schools, Public
School Systems, School Integration, Southern
Schools, *Teacher Integration, *Teacher Place-
ment

The key factor to the de facto inequality typically maintained in America's city school system is found to be the teacher assignment system. Data from 69 cities are examined to determine whether this meant a systematic tendency to assign Black teachers to Black students. Poor and non-white students are kept at least partially segregated, and the more experiences and more verbally able white teachers are assigned to schools attended by the less disadvantaged white children. There is a strong regional dimension to this inequality and discrimination found existing in the school systems. Effective discrimination rises more or less continuously as the South is approached, reaching a maximum level of complete segregation of students, with all Black students taught by Black teachers, and all white students taught by white teachers. Outside of the South, there is also some evidence that racial integration in the schools is reduced as the percentage of Black students, and especially of Black teachers, increases. Black students are then more likely to be segregated, and less likely to be assigned to white teachers. The relationship of effective pupil discrimination to pupil segregation and to a discriminatory teacher assignment is analyzed in a technical appendix. (RJ)

ED 034 839 UD 009 609
Post Secondary Education and the Disadvantaged:
A Policy Study.
Center for Policy Research, New York, N.Y.

Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.

Bureau No—BR-9-8019

Pub Date [69]

Contract—OEC-3-9-180039-0034 (099)

Note—131p.

EDRS Price MF-\$0.75 HC-\$6.65

Descriptors—Annotated Bibliographies, *Com-
pensatory Education, Cultural Pluralism, *Dis-
advantaged Groups, Graduate Study, Minority
Groups, *Negro Education, *Post Secondary
Education, *Program Evaluation, Remedial
Courses, Research Utilization, School Integra-
tion, Supplementary Education, Un-
derachievers, Undergraduate Study

This report, based on theoretical considerations as well as knowledge from cumulated sociological research in the field of compensatory education, is in three parts. Section I is a policy memorandum on Black studies focusing on: bridging education, undergraduate Black studies, and social centers, besides graduate programs and research specialization. The response of American colleges to the underprepared student is dealt with in Section II. Assessment of the clientele, supportive programs for the underprepared, and compensatory programs comprising remedial courses, pre-college programs, intensive programs, and motivation programs are discussed in this section. Section III consists of an annotated bibliography on pluralism and integration on white campuses categorized into: background analyses, either theoretical/philosophical or empirical in nature; materials concerned with the needs of minority students; proposals, designs or demands for programs; reports or statements of programs already in existence; and, assessment of established programs or program proposals and analyses of implications of Black studies. (RJ)

ED 034 840 UD 009 610
Watt, Lois B., Comp. And Others.

Books Related to Compensatory Education.

Educational Materials Center, DITD.

Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.

Report No.—OE-37045

Pub Date Feb 69

Note—52p.

Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
D.C. 20402 (GPO FS 5.237:37045, \$.50)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—African History, *Annotated
Bibliographies, Communication Skills, *Com-
pensatory Education, *Disadvantaged Youth,
Early Childhood Education, *Educational
Resources, Fiction, Folklore Books, Guidance
Services, Handicapped, *Minority Groups,
Music, Rural Education, Sciences, Serials, So-
cial Studies, Textbooks, Urban Culture, Vocational Education

This selective annotated bibliography relating to the needs of disadvantaged children lists some recent textbooks, trade books for children and young people, and professional resources for teachers in programs of compensatory education. The listing comprises three sections. Section I, Elementary and Secondary School Textbooks, has been categorized according to guidelines agreed with the American Educational Publishers Institute, advertising to; depth coverage of African nations, their history and culture, or present situation; use with the physically or mentally handicapped; programed instruction, or individualized learning; interests of American minority groups; innovation in methodology or study type; use with slow learners; and emphasis on urban life. Section II, Juvenile Literature, is also arranged substantially according to guidelines similar to the above. Section III, Professional Resources, is listed as: (1) Monographs, on the Disadvantaged, Handicaps—Mental and Physical, Minorities and Intergroup Relations, Rural Education, and Urban Concerns; and (2) Serials and Sources, divided into Bibliographies, and Periodicals. (RJ)

ED 034 841 VT 004 909
Geographical and Occupational Mobility of Workers in the Aircraft and Electronics Industries.
Regional Trade Union Seminar (Paris, 21st-22nd September, 1966). Final Report and Supplement.

Organisation for Economic Cooperation and Development, Paris (France). Social Affairs Div.

Pub Date 67

Note—297p.
Available from—OECD Publication Center, Suite 1305, 1750 Pennsylvania Avenue, Washington, D.C. 20006 (\$2.00)

EDRS Price MF-\$1.25 HC-\$14.95

Descriptors—*Aerospace Industry, *Economic Climate, *Electronics Industry, *Labor Economics, Labor Unions, Manpower Utilization, Political Issues, Seminars, *Technological Advancement

Identifiers—Belgium, France, Netherlands, United Kingdom

The trade unions in the European aerospace and electronics industries have become concerned with the sweeping and rapid economic and technical changes taking place in the industries. This seminar enabled trade union representatives from Belgium, France, the Netherlands, and the United Kingdom aerospace industry and the electronics sector working for the aircraft industry to discuss their problems and acquire an understanding of each other's attitudes and policies. The participants focused their argument upon the broad economic policies affecting the destiny of their respective national industries. The British delegation reported particularly upon the nature of the issues in their country and the alternatives they were considering to maintain employment for the present work force and the other three delegations supplied information on the issues in their countries. The outstanding conclusion to be drawn from these discussions is the high priority assigned by trade-unions to broad economic and political policy when jobs are in danger and their expectations are being frustrated. Background papers, speeches, and supplementary papers are included. (HC)

ED 034 842 VT 009 507
Vocational Training, Employment and Unemployment. Part Three—Profiles of Nine American Cities.

Office of Education (DHEW), Washington, D.C.
Office of Programs for the Disadvantaged.

Pub Date May 69

Note—171p.

EDRS Price MF-\$0.75 HC-\$8.65

Descriptors—Bibliographies, Decentralization, Disadvantaged Youth, Employment, *Industrial Structure, Labor Market, Minority Groups, Negro Population Trends, *Population Growth, Tables (Data), *Unemployment, *Urban Youth, *Vocational Education

Identifiers—Atlanta, Chicago, Cleveland, Kansas City, Los Angeles, New Orleans, New York, San Francisco, Washington D.C.

Problems of unemployed youth are presented in the context of urban development in nine American cities: Atlanta, Chicago, Cleveland, Kansas City, Los Angeles, New Orleans, New York, San Francisco, and Washington, D.C. The migration during the 1950's of the urban white population to the suburbs initiated a significant change in the economic and demographic structure of the American city. Simultaneously substantial numbers of nonwhites, mostly Negroes from the South, were migrating to the inner city in search of job opportunities and high wages. However, traditional job opportunities in urban manufacturing were decreasing. For example, manufacturing employment in New York City declined by 18 percent between 1953 and 1965, compared with a gain of 7 percent for its suburban counties. Also, between 1960 and 1965, the inner city Negro teenage population increased by over 50 percent. Within this setting of industrial and demographic change, vocational education and employment are examined with particular reference for minority youth and for requirements of manpower and training programs. Related reports on national trends and on profiles of the states are available as ED 029 112. (CH)

ED 034 843 VT 009 650

Courtney, E. Wayne Halpin, Harold H.
Competencies of Vocational Teachers. A Factor Analysis of the Training Needs of Teachers of Occupational Education.

Oregon State Univ., Corvallis. Dept. of Statistics.
Pub Date Aug 69

Note—52p.

EDRS Price MF-\$0.25 HC-\$2.70

Descriptors—*Factor Analysis, Models, Questionnaires, Secondary School Teachers, *Teacher Education, *Teacher Education Curriculum, *Teacher Qualifications, Training Objectives, *Vocational Education Teachers

Identifiers—Sedgwick's Teacher Model, Vocational Education Training Needs Instrument

To determine common training requirements of secondary-level vocational teachers, a factor analysis was made of responses by 40 randomly selected vocational teachers representing four states: Pennsylvania, Iowa, North Carolina, and New Jersey. Teacher responses consisted of the assignment of ratings to 40 items on a Likert-type scale. Ten teachers were selected from each of the 4 states with two teachers representing each of five disciplines: vocational agriculture, home economics, trade and industry, distributive education, and business education. The verimax rotation method of factor analysis extracted a total of 14 vectors in which one or more of the 40 variables showed a factor loading of .50 or greater. One implication of such commonalities within the five disciplines is a possibility for a common core of training experience within broadly based vocational teacher education curricula. The Vocational Education Training Needs Instrument, which was used in this study, and Sedgwick's Teacher Model are appended. (CH)

ED 034 844 VT 009 750
Report of a National Study of Cytotechnologists: Education and Performance Relationships.

National Council on Medical Technology Education, Memphis, Tenn.

Spons Agency—National Committee for Careers in Medical Technology, Washington, D.C.

Pub Date Jun 68

Note—149p.

Available from—National Council on Medical Technology Education, 9650 Rockville Pike, Bethesda, Maryland 20014 (no charge)

EDRS Price MF-\$0.75 HC-\$7.55

Descriptors—*Certification, Curriculum, Faculty, *Health Occupations Education, *Occupational Tests, Science Courses

To obtain baseline information about the relationship among performances in education programs, certification examinations, and working situations, the 358 cytotechnologists who took the 1965 certification examination in exfoliative cytology were selected for study. Based on questionnaires and other information concerning education and clinical experience, some conclusions were: (1) Almost all of the 306 cytotechnologists for whom information about college science courses was available had credit hours on at least one basic biological science; more than 60 percent took courses in inorganic chemistry, bacteriology, and mathematics; half or fewer had credit in anatomy, physiology, organic chemistry, physics, and other science courses. (2) There was a tendency for those who passed the certification examination to have credit hours in a greater variety of science courses and to receive satisfactory grades in these courses than those who failed the certification examination. (3) There was a direct relationship between evaluations of clinical study and performance in the certification examination, and (4) A higher percentage of failures occurred among cytotechnologists who began their clinical study between 1958 and 1961. (JK)

ED 034 845 VT 009 751
National Correlations in Medical Technology Education. A Report of a Study of Medical Technologists.

National Council on Medical Technology Education, Memphis, Tenn.

Spons Agency—National Committee for Careers in Medical Technology, Washington, D.C.

Pub Date 31 Aug 67

Note—113p.

Available from—National Council on Medical Technology Education, 9650 Rockville Pike, Bethesda, Maryland 20014 (no charge)

EDRS Price MF-\$0.50 HC-\$5.75

Descriptors—Academic Achievement, Certification, Clinical Experience, Curriculum, *Health Occupations, *Health Occupations Education, Laboratories, Laboratory Technology, *Medical Technologists, Performance, *Professional Education, Student Enrollment

This study seeks to obtain baseline information about the relationships among medical technology education, certification, and job performance. The sample was 1,861 technologists who filed for the July 1962 certification examination. Information concerned: (1) performance in preclinical and clinical study, and in the certification examination, (2) schools of medical technology, (3) characteristics of medical technologists and laboratory supervisors, and (4) job performance ratings. Some general findings were: (1) There

was no statistically significant difference between job performance ratings of technologists who passed and those who failed the certification examination, and (2) More of those who passed the certification examination had received satisfactory preclinical grades and were rated "excellent" or "good" in clinical study performance than those who failed. General conclusions were: (1) Curricula leading to the Bachelor of Science degree in medical technology constitute more adequate preparation for the profession than other curricula, and (2) Clinical education programs which employ certified technologists with college degrees and which enroll more than eight students appear to be more successful. Questionnaires are appended. (JK)

ED 034 846 VT 009 767
Manley, Fred William, Comp.

Technical Education Curricula in Agriculture and Natural Resources in the United States of America; 1968-69 Directory (Also containing 1967-68 and 1966-67 Directories).

Pub Date Sep 69

Note—53p.

EDRS Price MF-\$0.25 HC-\$2.75

Descriptors—*Agricultural Education, *Directories, Educational Guidance, *Educational Opportunities, National Surveys, Natural Resources, Occupational Guidance, *Post Secondary Education, *Technical Education

Curricula offered, student enrollment, and number of agricultural faculty members are listed for each of the 243 institutions in the United States offering technical education programs in agriculture at the post-secondary level in the academic year 1968-1969. The name, address, and telephone number of the institution and the name of the chief of agricultural education, administrator or instructor for each institution are provided. The document also summarizes the data for the 1966 through 1968 school years. The 4,643 students enrolled in 1968-1969 represented a 34 percent increase over the previous year. Other increases were: (1) part time faculty, 28 percent, (2) full time faculty, 36 percent, (3) number of curricula offered, 21 percent, and (4) number of institutions offering curricula, 23 percent. Programs were offered in 43 states and territories. A ranking of states by student enrollment and a numerical summary of curricular offerings are appended. (DM)

ED 034 847 VT 009 771
LaChapelle, Belle

Workshop for the Preparation of Teachers Interested in Developing Programs at the Secondary Level for Entry Level Jobs in the Health Occupations. (July 1-July 25, 1968).

Wayne State Univ., Detroit, Mich. Coll. of Education.

Spons Agency—Michigan State Dept. of Education, Lansing, Div. of Vocational Education.

Pub Date 68

Note—116p.

Available from—Department of Family Life Education, Wayne State University, Detroit, Michigan 48202 (no charge)

EDRS Price MF-\$0.50 HC-\$5.90

Descriptors—Bibliographies, *Curriculum Guides, Entry Workers, Grade 11, Grade 12, *Health Occupations Education, *Home Economics Teachers, Program Guides, *Teacher Workshops

Identifiers—Wayne State University

Sixteen home economics teachers participated in the workshop, which was designed to prepare teachers to begin an introductory health service program or to broaden the concepts of home economics occupational programs as related to the health occupations field. The workshop was planned by the Supervisor of Personal Services of Detroit Public Schools and members of the Wayne State College of Nursing staff over a 1-year period. Workshop activities included content area lectures, laboratory practice, curriculum interpretation, hospital visits, and video-tape presentations of nursing skills. At the conclusion of the workshop, 13 students felt secure enough to undertake the planning and development of a course and three felt secure enough in preliminary tasks but believed they needed field work before beginning to teach. The greater part of the document is appendices, including high school level curriculum materials designed by specialists in the Wayne State University, College of Nursing and Education and coordinated in the publication

by the workshop director. Also included are suggested floor plans, a community survey instrument, and the workshop questionnaire. (JK)

ED 034 848 08 VT 009 780
Barthel, Christopher E., Jr.

Kansas Vocational Education Research Coordinating Unit. Final Report.

Kansas Vocational Education Research Coordinating Unit, Topeka.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2725

Pub Date Sep 69

Grant—OEG-3-6-062725-2213

Note—75p.

EDRS Price MF-\$0.50 HC-\$3.85

Descriptors—Information Dissemination, Interagency Coordination, *Research Coordinating Units, Research Projects, *Vocational Education

Identifiers—Kansas

This report covers the period from the approval of the Research Coordinating Unit (RCU) by the Office of Education in June 1966 to its termination on June 30, 1969. An introductory section treats the historical background and the establishment and development of the RCU. Other sections deal with: (1) activities and accomplishments in the areas of research and development, information, research coordination, and conferences, (2) personnel, (3) facilities and equipment, (4) major problems and observations, (5) recommendations, and (6) conclusions. (JK)

ED 034 849 08 VT 009 784
Barnes, Robert F.

A Continuation of Support for the Coordinating Unit for Occupational Research in the California State Department of Education. Final Report, July 1, 1967-August 31, 1969.

California State Dept. of Education, Sacramento. Vocational Education Services.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0805

Pub Date 25 Sep 69

Grant—OEG-0-8-070805-0389

Note—25p.

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—Consultation Programs, Information Dissemination, Inservice Education, Interagency Coordination, *Research Coordinating Units, *Vocational Education

Identifiers—California

The report of the Research Coordinating Unit for Vocational Education located in the State Department of Education describes activities relating to the following objectives: (1) locating and disseminating research findings, (2) sponsoring in-service training on research methods and design, (3) acting as a liaison between agencies and organizations interested in research, (4) promoting consultation services for institutions and organizations planning and conducting research, (5) coordinating research, and (6) stimulating research. (JK)

ED 034 850 08 VT 009 786
The Texas Occupational Research Coordinating Unit. Final Report.

Texas Occupational Research Coordinating Unit, Austin.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2755

Pub Date Sep 69

Grant—OEG-4-6-062755-2076

Note—16p.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—Information Dissemination, *Research Coordinating Units, Research Needs, *Research Projects, *Vocational Education

This report covers the period from the initial grant award for the establishment of a Research Coordinating Unit (RCU) by the Office of Education in June 1966 to August 31, 1969. There are four major sections. "The Problem and the Proposed Solution" deals with the historical background of the RCU and lists the objectives set forth in the proposal. "Methods" discusses approaches to establishing research priorities, coordinating research activities, assisting agencies and institutions in the development of research proposals, and disseminating research information. "Results" lists general effects of the RCU

activity and describes specific projects in which the RCU participated. "Conclusions and Recommendations" cites areas of research need. (JK)

ED 034 851 08 VT 009 787
Establishment of an Occupational Research and Development Coordinating Unit for the State of Rhode Island. Final Report, June, 1966 to August, 1969.

Rhode Island *Occupational Research and Development Coordinating Unit, Providence.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2776

Pub Date Sep 69

Grant—OEG-1-6-062776-2142

Note—42p.

EDRS Price MF-\$0.25 HC-\$2.20

Descriptors—*Information Dissemination, *Research Coordinating Units, *Research Projects, *Vocational Education

Identifiers—*Rhode Island

Completed studies of the Research Coordinating Unit established at Rhode Island College include: "An Evaluation of Rhode Island's Teaching-Training Programs in Vocational Education" and "A Survey of Special Needs Students in Rhode Island" (presented in the appendix). In progress is "Vocational-Technical Institute Development Program for Commercial Fisheries." A newsletter has been distributed to 600 educators periodically. The Unit has induced the Rhode Island College library to purchase "Office of Education" and "Research in Education" microfiche while the Unit has purchased the "Abstracts of Research and Related Materials in Vocational and Technical Education" and "Abstracts of Instructional Materials in Vocational and Technical Education" microfiche collections. The Unit director participated in the New England Regional Research Coordinating Unit conference and in the development of a regional research proposal, and wrote the research section of the State Plan. In addition to an account of activities and accomplishments, the document presents an historical perspective, a statement of objectives, and a sample newsletter. (JK)

ED 034 852 VT 009 792
Maley, Donald

The Maryland Plan for Industrial Arts in the Junior High School and the Behavioral Task Analysis Approach.

Pub Date Apr 69

Note—40p.

EDRS Price MF-\$0.25 HC-\$2.10

Descriptors—Behavioral Objectives, *Curriculum Development, *Educational Innovation, *Evaluation Techniques, Goal Orientation, *Industrial Arts, Junior High Schools, Speeches, Task Analysis

Identifiers—*Maryland Plan (The)

A four-phase process was used to develop the Maryland Plan: (1) goal-identification, (2) analysis of goal-related behavior and experiences, (3) integration of these experiences into a living-learning involvement with the industrial art curriculum content, and (4) evaluation. The plan made use of the behavioral analysis process as a technique to provide precision and consistency to the goals and projected outcomes, and for evaluation. The plan is dedicated to three basic ideas in program planning: (1) Optimum learning depends on student involvement and interaction with the study area, (2) The industrial arts laboratory needs life and reality, and (3) First-hand knowledge is essential. Under the plan the teacher is perceived as a manager of education, who inspires, encourages, and evaluates. Specific examples and charts illustrate the development and usefulness of the plan. (CD)

ED 034 853 VT 009 797
Learning to Serve to Earn; A Report of the Governor's Symposium on Vocational Education. (Columbus, Ohio, April 8 and 9, 1969).

Ohio State Univ., Columbus. Coll. of Education.

Pub Date Jul 69

Note—124p.

EDRS Price MF-\$0.50 HC-\$6.30

Descriptors—Business Responsibility, Educational Disadvantage, *Interagency Coordination, Manpower Needs, Occupational Guidance, *Vocational Education

Identifiers—*Ohio

Representatives of business, industry, agriculture, government, and education participated in

the symposium, sponsored by the Ohio State University College of Education with the purpose of studying how leaders in these areas might join in a coordinated effort to make it possible for every citizen of the state to develop a vocation. Papers were presented in relation to six major areas. Presentations on vocational education in Ohio included speeches by James A. Rhodes, Byrl R. Shoemaker, and three recent graduates of Ohio Vocational programs. Other presentations concerned: (1) vocational education in service to all mankind, (2) the role of business and industry in assisting vocational education to fulfill its responsibilities, (3) industrial expansion and relocation as related to vocational education, (4) three challenges to vocational education—how to reach the parents, the emerging megalopolis, the function of guidance, and (5) emerging career patterns in manpower development. (JK)

ED 034 854 VT 009 802
Greenfield, Harry I. Brown, Carol A.

Allied Health Manpower; Trends and Prospects.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date 69

Note—211p.

Available from—Columbia University Press, 136 South Broadway, New York, New York 10533 (\$8.00)

Document Not Available from EDRS.

Descriptors—Employment Statistics, Federal Legislation, Federal Programs, *Health Occupations Education, *Health Personnel, *Health Services, Manpower Needs, Occupational Mobility, Socioeconomic Influences, Wages

This comprehensive view of the manpower dimensions of contemporary American medicine sheds new light on the approximately 2.5 million persons who, together with more than 300,000 physicians, are engaged in providing health services. The focus is upon 1.2 million health workers (exclusive of nurses) with less than a college education. Chapters include: (1) Manpower Dynamics of the Health Services Industry, (2) Allied Health Personnel in the Health Manpower Spectrum, (3) Sources of Supply, (4) Education and Training, (5) Structure and Function of Allied Health Labor Markets, (6) Facets of Utilization, (7) Federal Programs, and (8) Overview and Recommendations. Recommendations include upward amendment of the minimum wage provision, extension of unemployment insurance and workmen's compensation to all health personnel, provision for orderly bargaining, recruitment efforts directed toward older women and junior high school students, encouragement of "Schools of Allied Health Professors," greater utilization of indigenous nonprofessionals, coverage of the whole spectrum of allied health manpower training by federal legislation, and closer coordination among official agencies concerned with health services. Research needs are also cited. (JK)

ED 034 855 VT 009 806
Bender, Ralph E.

Role of High School Vocational Agriculture in Occupational Decision Making.

Pub Date 9 Oct 69

Note—34p.; Speech presented at a meeting of North Central Regional Research Committee 86 (Chicago, Illinois, October 9, 1969)

EDRS Price MF-\$0.25 HC-\$1.80

Descriptors—College Preparation, Curriculum, Disadvantaged Youth, Educational Needs, Educational Trends, Guidelines, Job Placement, Occupational Choice, Prevocational Education, Program Descriptions, Program Development, *Research Reviews (Publications), *Secondary Grades, *Speeches, Student Organizations, *Vocational Agriculture, *Vocational Development

Schools have been encouraged by recent legislation to develop vocational programs for all students interested in any phase of agriculture. In 1968, a total of 524,775 high school students were enrolled; 26 percent were engaged in off-farm agricultural education programs. The 12,000 teachers of these students also conducted programs for approximately 350,000 young and adult farmers. Vocational education programs in agriculture are being updated through increased use of multiple-teacher departments, development of area vocational centers, curriculum revision, work experience programs, addition of prevocational programs, and development of programs

for youth with special needs. Post-high school technical and continuing education is becoming more imperative in order to advance and retain jobs. Persons who have studied vocational agriculture in high school achieve as well or slightly better in college than student who have not. In a 40-year study, it was indicated that slightly more than 40 percent of the high school graduates were employed in farming and related occupations. A summary of the annual report of the national advisory council on vocational education for 1969, projections for the future, and guidelines forwarded by various groups relating to vocational education in agriculture conclude the paper. (DM)

ED 034 856 VT 009 813

Papers Presented at the National Conference on Methods and Strategies for State Plan Development in Accordance with the Provisions of the Vocational Education Amendments of 1968 (March 24-27, 1969, Covington, Ky.).

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 69

Note—159p.

EDRS Price MF-\$0.75 HC-\$8.05

Descriptors—Advisory Committees, *Conference Reports, Educational Planning, Federal State Relationship, *Master Plans, Program Development, Program Evaluation, *Program Planning, *State Programs, State School District Relationship, State Standards, Systems Approach, *Vocational Education

Identifiers—Public Law 90 576, *Vocational Education Amendments of 1968

The six papers are: (1) "Vocational Education Program Planning at the State Level," by Walter M. Arnold, Director, Pennsylvania Vocational Education Study, (2) "A Systems Approach to Vocational-Technical Education Planning at the Local Level," by Cleveland L. Dennard, President, Washington Technical Institute, (3) "The Role of Professional Vocational Education Personnel in State Program Planning and Evaluation," by William G. Loomis, Assistant Superintendent, Division of Community Colleges and Vocational Education, Oregon State Board of Education, (4) "State Advisory Councils for Vocational Education," by Rupert N. Evans, University of Illinois, (5) "Methodologies for Conducting State Program Evaluation," by Harold Starr, The Center for Vocational and Technical Education, The Ohio State University, and (6) "Summary Paper," presented by a representative of the Bureau of Vocational Education, Kentucky State Department of Education. (DM)

ED 034 857 VT 009 816

Wentz, Charles Hunter

A Study of Industrial Arts Activities for Educable Mentally Retarded Junior High School Youth with Implications for Guidelines in Special Industrial Arts Activities.

Pub Date Aug 69

Note—213p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors—Bibliographies, *Comparative Analysis, Curriculum Guides, Doctoral Theses, *Educable Mentally Handicapped, Industrial Arts, *Industrial Arts Teachers, Junior High School Students, Questionnaires, *Special Education Teachers, State Surveys

Identifiers—Educable Mentally Retarded, EMR, Texas

This study compares present practices of industrial arts teachers programs for educable mentally retarded (EMR) youth with those of special education teachers who teach some phase of industrial arts. Other purposes were to (1) compare the experiences and training backgrounds of the teachers, (2) determine tools and equipment currently being used in these programs, and (3) develop a guide in industrial arts activities for teachers in these programs. Data were collected through a questionnaire submitted to 146 selected industrial arts and special education teachers from 145 school districts throughout Texas. From the data collected a guide was developed. The conclusions are: (1) The null hypothesis of no significant difference between the two types of teachers was not rejected, (2) Itemized activities should be included in programs for EMR youth, (3) Teachers did not differ according to degrees earned or the number

of years teaching experience, (5) Fewer industrial arts teachers had training related to the teaching of EMR youth than did special education teachers, and (6) The guide should be made available to other teachers and administrators of EMR junior high school youth. Recommendations are also included. This D.Ed. dissertation was submitted to Texas A and M University. (GR)

ED 034 858 VT 009 820

Olson, David Olin

An Experimental Study to Determine Success of Performance with Selected Woodworking Hand Tools by Children with Specific Learning Handicaps.

Pub Date May 69

Note—143p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors—Bibliographies, *Children, Doctoral Theses, *Educable Mentally Handicapped, *Exceptional Child Research, *Hand Tools, *Industrial Arts, Post Testing, Pretesting, Skills, Woodworking

The purpose of this study was to determine whether educable mentally retarded pupils could perform certain woodworking skills with a measurable degree of proficiency following instruction and training in the use of eight selected hand tools. Pupils were aged 11 to 15 years with I.Q.'s ranging from 47 to 83. Two groups were formed according to low and high I.Q., and manipulative pretests, 8 weeks of instruction, and post tests were given to each pupil participating in the study. The t-test was applied to the data to determine the significance at the 5 percent level. Both groups showed gains from pretest to post test, but only the Lammer test proved significant when the t-test was applied. Recommendations were: (1) Industrial arts should be included as a regular subject, (2) Adequate facilities should be provided, (3) Demonstrations and lectures should be limited to 5 to 7 minutes, (4) Tools should be carefully selected, and (5) Related information in other subject areas should be introduced to stimulate and reinforce learning. This D.Ed. thesis was submitted to Texas A and M University. (GR)

ED 034 859 VT 009 822

Rosin, William John

A Comparison of Student Achievement Between Two- and Three-Hour Public School Trade and Industrial Education Welding Classes.

Pub Date Aug 69

Note—112p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors—*Achievement, Achievement Tests, Bibliographies, *Comparative Analysis, Doctoral Theses, *Industrial Education, Research Methodology, Secondary Schools, Test Construction, *Trade and Industrial Education, *Welding

Student achievement between 2- and 3-hour industrial education welding classes was tested through a welding achievement test developed by the researcher, validated by a panel of jurors, and refined and further improved through a pilot study. A pretest was administered to 392 students and results were used for pairing the students. The standard error of measurement from the pilot study was used for setting the limits for pairing. The post test was administered to 365 welding students in 24 schools and the test results of 153 pairs were treated statistically to test the null hypothesis. It was rejected at the .05 and .01 of significance. The conclusions are: (1) Students enrolled in a 2-hour welding class did at least as well as, if not better than, the students enrolled in a 3-hour welding class, (2) There was no correlation between the instructor's evaluation of a student's welding performance and a student's welding achievement test results, and (3) 2-hour trade and industrial education welding programs appear to be taught by young teachers who have less experience than teachers of 3-hour programs. This D.Ed. thesis was submitted to Texas A and M University. (GR)

ED 034 860 VT 009 826

Levitan, Sar A. Mangum, Garth L.

Federal Training and Work Programs in the Sixties.

Michigan Univ., Ann Arbor. Inst. of Labor and Industrial Relations.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 69

Note—464p.

Available from—Institute of Labor and Industrial Relations, University of Michigan-Wayne State University, P.O. Box 1567, Ann Arbor, Michigan 48106 (\$6.50)

Document Not Available from EDRS.

Descriptors—Educational Needs, Employment Services, Federal State Relationship, *Historical Reviews, Job Training, *Manpower Development, Program Coordination, Program Descriptions, *Program Development, Program Effectiveness, Program Evaluation, *Vocational Education, Vocational Rehabilitation, Work Experience Programs

Identifiers—Job Corps, Manpower Development and Training Act, Neighborhood Youth Corps

At a time when many manpower programs have been charged with gimmickry and refunded without adequate assessment of impact and techniques, this volume attempts to develop a broad base of factual and analytical knowledge by which some judgement can be made of the gaps in manpower programs and policies as well as needed inputs. Part I traces development of manpower programs aimed at improving the employability of those labor force participants who are relatively disadvantaged in the competitive labor market. Parts 2 through 8 review the seven major programs funded by the Federal government. A final section focuses on administrative problems of the \$2 billion Federally-funded manpower package and provides a prescription for functional restructuring of manpower programs discussed in the volume. This is an enlargement and revision of an earlier paper, "Making Sense of Federal Manpower Policy." (Editor/DM)

ED 034 861 VT 009 830

Evans, Rupert N. And Others

Education for Employment: The Background and Potential of the 1968 Vocational Education Amendments. Policy Papers in Human Resources and Industrial Relations No. 14.

Michigan Univ., Ann Arbor. Inst. of Labor and Industrial Relations; National Manpower Policy Task Force, Washington, D.C.

Pub Date May 69

Note—128p.

Available from—Institute of Labor and Industrial Relations, University of Michigan-Wayne State University, P.O. Box 1567, Ann Arbor, Michigan 48106 (\$2.50)

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—Advisory Committees, Educational Needs, *Educational Philosophy, *Federal Laws, *Federal Programs, Historical Reviews, Manpower Development, *Program Development, Program Effectiveness, Program Improvement, *Vocational Education

Identifiers—*Vocational Education Amendments of 1968

The Vocational Education Amendments of 1968 have the potential for a major breakthrough in all education, vocational and otherwise. The Vocational Education Act of 1963 established broadened objectives and enlarged appropriations but did not tie funds to performance. Lacking that tie, no effective leverage existed to entice federal, state and local vocational educators from the orientation of 1917 to that needed by an advanced technical society. The 1968 act did more than relate appropriations to objectives. It expanded the definition of vocational education and removed some of the narrowing structures which had sharply differentiated vocational from academic education. It insisted upon comprehensive state planning and sought to strengthen the federal leadership role through national and state advisory councils with independent staffs, budgets and authority. Though there are pitfalls in the act's interpretation and administration, it represents a major contribution toward preparing people for employment and substantial leverage toward achieving new objectives. A discussion of the 1968 Report of the Advisory Council on Vocational Education serves as a basis for evaluating the potential of the various thrusts of the 1968 amendments. (DM)

ED 034 862 VT 009 835

Bail, Joe P. Crunkilton, John R.

Area Occupational Education Programs in A Selected Twelve County Area in New York: Concerns and Expectations. Final Report.

State Univ. of New York, Ithaca. Agricultural Education Div. at Cornell Univ.

Spons Agency—New York State Education Dept., Albany. Bureau of Occupational Education Research

Pub Date Jun 69

Note—225p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors—Administrator Attitudes, *Area Vocational Schools, Boards of Education, Counselor Attitudes, Doctoral Theses, *Educational Needs, Employer Attitudes, *Guidelines, Parent Attitudes, Program Effectiveness, Program Evaluation, *Program Improvement, Student Attitudes, Teacher Attitudes, *Vocational Education

Identifiers—*New York

A study was conducted in eight area schools in 12 upstate New York counties to identify the concerns and expectations of personnel having an interest in area vocational schools. A questionnaire was developed, field tested, and mailed to a representative sample of occupational students and their parents, occupational teachers, administrators, guidance counselors, board members, and potential employers. A 67 percent response revealed: (1) Major concerns of students were job preparation, job placement, and opportunities for placement, (2) Concern of parents centered upon satisfactory job placement, provision for accident insurance coverage, and availability of work experience programs, (3) Cost of operating the occupational program was a major concern of school board members, (4) Teachers expressed major concern with attitudes of counselors and adequacy of guidance counseling, (5) Administrators and guidance counselors expressed concern as to why students drop out of area programs, and (6) Potential employers were concerned with staff training and teacher qualifications, competency of students for entry-level employment, type of training experiences offered, lack of emphasis on occupational programs, and student quality. Guidelines for further development of area occupational programs are appended. This Ph. D. Thesis was submitted to Cornell University. (DM)

ED 034 863

VT 009 839

Barlow, Melvin L. Reinhart, Bruce

Profiles of Trade and Technical Leaders: Comprehensive Report.

California Univ., Los Angeles. Div. of Vocational Education.

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Industrial Education.

Pub Date 69

Note—357p.

EDRS Price MF-\$1.50 HC-\$17.95

Descriptors—*Administrative Problems, *Administrator Background, *Administrator Characteristics, *Educational Problems, Questionnaires, State Surveys, Tables (Data), Technical Education, *Trade and Industrial Education

Identifiers—*California

To provide descriptive information to determine leader characteristics of trade and technical education leaders in California, a series of three questionnaires were used to collect data from over 250 persons and 30 interviews were conducted. Findings included: (1) The median age was 48.56 years, (2) Over 50 percent had a degree when they started to teach and slightly over 75 percent when they entered supervision and/or administration, (3) Median salary was \$15,344, (4) About 85 percent spent all their time in coordination, supervision, and/or administration, and (5) Meetings, report writing, and coordinating were the most often-reported activities. Fifteen major issues were identified and 10 solutions were rated by 239 leaders. Some of these issues and highest rated solutions were: (1) The status of vocational education can be improved by orienting counselors to its values, (2) Federal efforts can be more effective by increasing flexibility, (3) Inservice education can resolve shortages of qualified vocational education teachers, (4) Involvement in counseling programs will help relationships between academic and vocational education teachers. A summary of this report is available as VT 007 615. A similar study on teacher profiles is available as ED 019 457. (GR)

ED 034 864

VT 009 843

Miller, Texton R.

Implementing a New Concept of Supervised Practice in Vocational Agriculture; A Pilot Study in Two North Carolina Counties. Research Series No. 8.

North Carolina Univ., Raleigh, N.C. State Univ.

Dept. of Agriculture Education

Spons Agency—North Carolina Research Coordinating Unit in Occupational Education, Raleigh.

Pub Date 67

Note—30p.

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—*Adoption (Ideas), Diffusion, *Inservice Teacher Education, *Pilot Projects, Secondary Grades, Student Projects, *Supervised Farm Practice, Supervisory Methods, Teacher Attitudes, *Vocational Agriculture, Vocational Agriculture Teachers

Identifiers—*North Carolina

To determine whether teachers would progress to higher adoption levels of a new concept by means of group study, and to ascertain whether their students would develop improved programs of learning opportunities through supervised practice, a study was conducted involving the nine school administrators and 11 teachers of agriculture employed within Moore and Montgomery Counties in North Carolina. It was concluded that: (1) All teachers improved their ability to develop appropriate supervised practice for their students, (2) All teachers progressed to the trial stage of the adoption level in acceptance of the new concept of supervised practice, (3) There is need to develop an experimental program designed to measure the effect upon students of a comprehensive plan of teaching activities focusing on developing students' supervised practice programs, (4) Additional evidence is needed to determine whether the increased emphasis and the additional materials on supervised practice will in actuality produce an important increase in students' supervised practice activities, and (5) The area of supervised practice for off-farm agriculture should receive more concentrated attention in another similar pilot study. The new concept was based on "Improving Supervised Practice in Vocational Agriculture." (ED 013 904). (DM)

ED 034 865

VT 009 845

Perry, J. Warren, Ed.

Manpower Conference for the Health Related Professions, and Dedication, School of Health Related Professions.

State Univ. of New York, Buffalo.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date 67

Note—153p.

EDRS Price MF-\$0.75 HC-\$7.75

Descriptors—Community Colleges, *Conference Reports, *Health Occupations, *Health Occupations Education, Manpower Needs, Occupational Therapy, Physical Therapy, *Professional Education

Identifiers—State University of New York at Buffalo

More than 400 persons including national leaders in government, educational, and professional organizations and agencies attended the dedication and the 3-day conference intended to focus attention on priority needs. Conference papers include: (1) "Serving is a Privilege, Not a Problem" by M.E. Switzer, (2) "Regional Medical Programs: Continuing Education for Health Related Professions, by F.L. Husted, (3) "The Allied Health Professions-at the Flood Tide of Opportunity" by L.D. Fenninger, (4) "The Challenge to Education for the Health Professions in Meeting the Health Needs of Society" by E.F. Rosinski, (5) "Educating for the 'Helping Professions': An Underview" by S. Touster, (6) "Community Colleges: A New Resource in Meeting Health Manpower Needs" by S.V. Martorana, (6) "Programs in Junior Colleges" by N.M. Bering, (8) "Graduate School Programs in Medical Technology" by R. F. Hovde, (9) "Education of the Certified Occupational Therapy Assistant" by R. A. Robinson, (10) "Clinical Education" by R. Smiley, (11) "The Occupational Therapy Consultant" by F.M. Stattel, (12) "Opportunities for Research in Physical Therapy" by A.J. Szumski, and (13) "Trends in Patient Care and in the Educational Patterns of the Health Related Professions" by C.A. Worthingham. Two dedication presentations are also included. (JK)

ED 034 866

VT 009 846

Five and Ten Year Follow-Up Study of Connecticut State Vocational-Technical Schools Graduates of Classes of 1958 and 1963. Final Report. University Research Inst. of Connecticut, Inc. Wallingford.

Spons Agency—Connecticut State Dept. of Education, Hartford. Div. of Vocational Education; Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date Mar 69

Note—71p.

Available from—University Research Institute of Connecticut, 1211 Barnes Road, Wallingford, Connecticut 06492

EDRS Price MF-\$0.50 HC-\$3.65

Descriptors—Employment Patterns, *Followup Studies, *Graduate Surveys, Program Evaluation, Questionnaires, *State Surveys, Student Attitudes, *Tables (Data), *Vocational Schools

Identifiers—*Connecticut

A 5- and 10-year follow-up study of vocational-technical school graduates was conducted to obtain and analyze graduate data that could assist planning toward improvement of the state vocational-technical schools. Data concerning school and employment were collected by questionnaire from 974 graduates: 364 from the class of 1958 and 610 from the class of 1963. The format and detail of the data analysis were based on the first 400 responses. Of the 1963 graduates who responded to the questionnaires, 78 percent were in related employment, only 1.3 percent were unemployed, the average salary was \$3,53, 40 had received advance degrees, and 129 were in apprenticeship programs. Data is presented in tabular form. A summary report is available as VT 008 792. (CH)

ED 034 867

VT 009 847

Burt, Samuel M.

Industry and Community Leaders in Education; The State Advisory Councils on Vocational Education. Staff Paper.

Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.

Pub Date Oct 69

Note—60p.

Available from—W.E. Upjohn Institute for Employment Research, 1101 Seventeenth Street, N.W., Washington, D.C. 20036 (single copies without charge)

EDRS Price MF-\$0.50 HC-\$3.10

Descriptors—Administrative Organization, Administrative Problems, *Advisory Committees, Citizen Participation, Community Leaders, Federal Legislation, Financial Policy, Interagency Cooperation, Leadership Responsibility, Personnel, School Industry Relationship, Staff Role, State Boards of Education, *State Programs, *Vocational Education

Identifiers—*Vocational Education Amendments of 1968

This staff paper examines the operational and organizational practices involved in utilizing the volunteer services of members of state councils on vocational education. Evaluative responsibilities, consultative services, and relationships are discussed, as well as comments and conclusions concerning the role of interdependence and leadership which the councils should maintain. The implications of P.L. 90-576 are covered, and provisions of that law dealing with State Advisory Councils and with industry-education cooperation and private sector participation in vocational-technical education are appended. Also included is a checklist of activities and services provided by local industry-education advisory committees. (CD)

ED 034 868

VT 009 873

Sullivan, Peggy, Ed.

A Bibliography of Library Materials for Vocational-Technical Programs in Community Colleges.

Oregon Univ., Eugene. School of Librarianship. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jan 69

Note—66p.; Materials developed at Higher Education Act Institute (Corvallis, Oregon, June 16-20, 1969)

EDRS Price MF-\$0.50 HC-\$3.40

Descriptors—*Bibliographies, *Community Colleges, *Junior College Libraries, *Technical Education, *Vocational Education

Compiled at a 1-week institute held at Oregon State University in June 1969, this bibliography has four major sections: (1) an alphabetized listing of sources of materials including the names and addresses of the organizations and the major subject areas of concern, (2) an alphabetized listing of materials arranged by title and including source or publisher, author, format, date, price, and subject, (3) a listing of addresses of publishers and other sources of materials on the alphabetized listing above, and (4) an alphabetized listing of sources of nonprint materials. Subject categories include: (1) aeronautics, (2) agriculture, (3) apprenticeship, (4) automation, (5) automotive, (6) carpentry, (7) civil engineering, (8) construction, (9) drafting, (10) electronics, (11) food services, (12) forestry, (13) health occupations, (14) horticulture, (15) law enforcement, (16) machine shop, (17) marine technology, (18) marketing, (19) middle management, (20) new programs, (21) office practice, (22) radio/television, and (23) welding. (JK)

ED 034 869 VT 009 901
Current Issues and Their Implications for Practical Nursing Programs.

National League for Nursing, New York, N.Y.
Dept. of Practical Nursing Programs.
Report No.—Pub No. 38-1365
Pub Date 69

Note—23p.; Papers presented at the conference of the Council of Practical Nursing Programs (1st, Washington, D.C., May 9-10, 1968).
Available from—National League for Nursing, 10 Columbus Circle, New York, New York 10019 (\$1.50)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Conference Reports, *Health Occupations Education, Manpower Needs, Practical Nurses, *Practical Nursing
Identifiers—Council of Practical Nursing, *National League for Nursing

Papers on "Current Issues and Their Implications for Practical Nursing Programs" included in the document were authored by Margaret McLaughlin, Ruth B. Edelson, and Kenneth G. Skaggs. Summaries of presentations by Robert M. Morgan and Helen K. Powers are also included. (JK)

ED 034 870 VT 009 902
Walsh, Joan E.

An Approach to the Teaching of Psychiatric Nursing in Diploma and Associate Degree Programs: Final Report on the Project.
National League for Nursing, New York, N.Y.
Research and Development.

Spons Agency—National Inst. of Health, Bethesda, Md.

Report No.—Pub No. 19-1361

Pub Date 69

Note—126p.

Available from—National League for Nursing, 10 Columbus Circle, New York, New York 10019 (Publication Number 19-1361, \$2.50)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—*Curriculum, *Health Occupations Education, Mental Health, Nurses, *Nursing, *Psychiatry, *Technical Education

Identifiers—National League for Nursing

The purpose of the project was to determine what goals, content, and learning experiences in psychiatric-mental health nursing should be included in diploma and associate degree education for nursing in the light of present-day trends in nursing and psychiatric care. The report follows the sequence of the project: (1) selection of associate degree and diploma programs to participate in the project, (2) assessment of the current offerings in psychiatric-mental health nursing in the selected programs, (3) identification of goals and selection of content and learning experiences through the participation of a group of clinically competent psychiatric nurses as project consultants, and (4) testing and evaluating the resulting method and materials in the participating programs by instructors prepared through a workshop. The final section presents evaluations of the project by participating programs and project staff. Appended are: (1) questionnaires utilized in the project, (2) a listing of questions discussed with consultants from associate degree and diploma programs, (3) a listing of terminal expected competencies, (4) a listing of opera-

tional definitions, (5) a bibliography, and (6) progress reports. (JK)

ED 034 871 VT 009 909
Occupational Licensing and the Supply of Non-professional Manpower. Manpower Research Monograph No. 11.

Educational Testing Service, Princeton, N.J.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date 69

Note—60p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (L1.39/3:11, \$3.60)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—*Certification, Employment Opportunities, Employment Services, *Nonprofessional Personnel, *State Legislation

This monograph presents the results of an Educational Testing Service study, studies by the Council of State Governments, and research by the Department of Labor staff on State occupational license laws. Major sections include: (1) Composition and Powers of the Licensing Boards, (2) Eligibility Requirements (covering personal and technical qualifications and fees), (3) Licensing Practitioners from Other States, (4) Public Information, and (5) Manpower Implications. Implications discussed concern: (1) the need for better information, (2) the desirability of uniform codes, (3) the need to establish testing and grading standards, (4) work-experience requirements, (5) nontechnical requirements, (6) lack of training facilities as a barrier to occupational entry, and (7) the question of who should bear the cost of protecting the public. Information regarding the number of selected occupations which are licensed, the number of states licensing selected occupations, and a list of selected occupations licensed by the various states are appended. (JK)

ED 034 872 VT 009 910
Manpower for the Medical Laboratory. Public Health Service Publication No. 1833.

National Committee for Careers in Medical Technology, Washington, D.C.

Spons Agency—Public Health Service (DHEW), Washington, D.C.

Pub Date Oct 67

Note—129p.; Proceedings of the National Conference on Education and Career Development of the National Committee for Careers in Medical Technology (College Park, Md., Oct 11-13, 1967)

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS2.2:M31/8/967, \$7.75)

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—*Conference Reports, Federal Legislation, *Health Occupations Education, *Health Services, *Laboratory Technology, *Manpower Needs, Professional Education, Socioeconomic Influences

Two hundred individuals attended the 3-day conference planned to provide an opportunity for members of various disciplines to review some of the forces that are changing manpower requirements and to explore ways of staffing medical laboratories that will serve America's health needs more effectively. Presentations included in the document are: (1) "Recruitment—A Part of the Life-Long Education of the Medical Laboratory Professional" by Kevin P. Bunnell, (2) "The Social and Economic Outlook" by Eli Ginzberg, (3) "The Medical Laboratory: A Look into the Future" by Ivan L. Bennett, (4) "Changing Patterns in Education by George A. Wolf, and (5) "Health Legislation as It Affects Medical Laboratory Manpower" by Paul G. Rogers. Discussion group reports are also included. Sixteen conference recommendations relate to such matters as: (1) a study of skill and manpower requirements, and realignment of laboratory career categories and related educational levels in keeping with the findings of the study, (2) a formulation of a uniform laboratory workload reporting system to assist in projecting manpower needs, (3) recruitment efforts, (4) upgrading of elementary and high school science education, and (5) development and strengthening of vocational school, junior college, college, and university educational programs. (JK)

ED 034 873 VT 009 912
Associate Degree Education—Current Issues.

Publication Number 23-1371.

National League for Nursing, New York, N.Y.
Dept. of Associate Degree Programs.

Pub Date 69

Note—54p.; Papers presented at the Conference of the Council of Associate Degree Programs (2nd, Atlanta, Ga., March 6-8, 1969)

Available from—National League for Nursing, 10 Columbus Circle, New York, New York 10019 (\$2.25)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Associate Degrees, Certification, *Conference Reports, Curriculum Development, Federal Legislation, Financial Support, Health Occupations Education, *Nursing, *Professional Associations, Teacher Education, *Technical Education

Identifiers—Allied Health Professions Projects, *National League for Nursing

Papers included in the documents are: (1) "Nursing Education for the Community" by Shirley Chater, (2) "Key Problems in Implementing Associate Degree Nursing Programs" by Elsa L. Brown, (3) "The Allied Health Professions Projects at the University of California" by Mary E. Jensen, (4) "The Profession's Involvement in Legislation" by Helen V. Connors, (5) "Who Should Pay for Nursing Education?" by Mildred Montag, (6) "New Curriculum Developments" by Patricia A. Hyland, (7) "A Health Continuum Approach to the Teaching of Technical Nursing in the Associate Degree Program" by Martha Valliant, and (8) "Who Shall Teach?" by Marion I. Murphy. (JK)

ED 034 874 24 VT 009 922
Horyna, Larry L. And Others

Working, Learning and Career Planning: A Cooperative Approach to Human Resource Development.

Rocky Mountain Educational Lab., Inc., Greeley, Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-6-2828

Pub Date Aug 69

Contract—OEC-4-7-062828-30-63

Note—38p.

EDRS Price MF-\$0.25 HC-\$2.00

Descriptors—Bibliographies, *Career Planning, *Educational Change, Educational Innovation, Educational Objectives, Educational Philosophy, *Human Resources, *Manpower Development, Models, Program Evaluation, *Public Schools, Vocational Education

Identifiers—CCP, *Cooperative Career Planning

As an approach to solving the problem of under-utilization of human resources, the Cooperative Career Planning (CCP) concept stresses the role of the public school system in the coordination of available educational resources with potential job-training work stations in a given community or geographic area. In this way the community could become a laboratory for learning experiences available to everyone, regardless of age or socioeconomic condition. This position paper presents a brief review of existing manpower programs and policies, proposed objectives and organizational structure of the CCP, a model for evaluation, and a selected bibliography. A related document is available as VT 009 940. (CD)

ED 034 875 08 VT 009 927
Bates, Frederick L.

The Structure of Occupations: A Role Theory Approach. Center Monograph No. 2.

North Carolina Univ., Raleigh, N.C. State Univ. Center for Occupational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-7-0348

Pub Date 68

Grant—OEG-2-7-070348-2698

Note—203p.

EDRS Price MF-\$1.00 HC-\$10.25

Descriptors—Cultural Factors, Environmental Influences, Glossaries, Group Behavior, Individual Characteristics, *Industrial Structure, *Occupations, Personality, Questionnaires, *Research Methodology, Role Conflict, *Role Theory, Stress Variables

This monograph applies ideas from the field of role theory to the study of occupations, beginning with an historical overview of role theory concepts. The analysis of occupations is presented from both a group-centered and person-centered position. Within the group-centered analysis, organizations, work groups, and communities are discussed, and types of social relationships are delineated. In the person-centered analysis, situs and station concepts are introduced and discussed. Some of the dimensions of roles useful in analyzing occupational structure are studied, including orientation to group boundaries, span of association, and dominance. Four independent variables—culture, personality, situation, and interaction—are introduced and their relationship to the occupational structure is described. The study also covers occupational role stresses, several theories of occupational ranking, and the dynamics of occupational behavior. Finally, a methodological framework is suggested for research in occupations using the role theory approach, including attention to data-collection methods, interviewing, sampling, questionnaires, and analysis. (Author)

ED 034 876 VT 009 928

A Guide for the Development of Consumer and Homemaking Education.

Nebraska Univ., Lincoln. Dept. of Home Economics Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 69

Note—66p.

EDRS Price MF-\$0.50 HC-\$3.40

Descriptors—Ancillary Services, Conference Reports, *Consumer Education, Educational Legislation, Federal Legislation, Guides, *Home Economics Education, *Homemaking Education, *Program Development, Program Evaluation, *Program Planning, School Role Identifiers—*Vocational Education Amendments of 1968

The impetus for the national conference on consumer and homemaking education which resulted in this guide was provided by Part F of the Vocational Education Amendments of 1968, which recommended the expansion and redirection of consumer and homemaking education. The main body of this guide consists of papers presented by the task force and revised in light of suggestions received at the national meeting and at regional clinics. Topics include: Programs for In-School Youth, Programs for Out-of-School Youth and Adults, Ways of Working with Different Individuals, Agencies, and Institutions to Attain the Intent of the Law, Ancillary Services and Activities to Insure Quality in Homemaking Education Programs, and Evaluation of Programs. Also, four papers dealing with topics of persons to be served in the inter-city, urban, and rural areas, consumer information needs of families, and the school's role in consumer education are appended. Selected references are given. (CH)

ED 034 877 24 VT 009 931

Colgan, Francis E. And Others
Health Occupations Curriculum Development: In Search of A More Powerful Curriculum.

Rocky Mountain Educational Lab., Inc., Greeley, Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2828

Pub Date Aug 69

Contract—OEC-4-7-062828-30-63

Note—70p.

EDRS Price MF-\$0.50 HC-\$3.60

Descriptors—Core Curriculum, *Curriculum Development, *Entry Workers, Grade 11, Health Education, Health Occupations, *Health Occupations Education, Occupational Information, Occupational Mobility, *Program Development, Questionnaires, Rural Schools, Task Analysis

Identifiers—RMEL, Rocky Mountain Educational Laboratory

The Rocky Mountain Educational Laboratory (RMEL) Health Occupations Curriculum project was initially structured to provide broad exploratory activities for the total student body, an elective course, orientation to employment, and work entry experience in the 11th and 12th grades. It was expected that the project would provide a prototype for rural school systems which would

be transferable to the urban setting and to other occupational clusters. This paper deals only with the activities and experiences associated with the 11th grade health occupations curriculum development, in the hope that other educational agencies might reduce their planning effort through utilization of the RMEL experience. The appendix includes a sample questionnaire consisting of performance elements to be checked in terms of importance and the setting appropriate for teaching of the element by 11th grade teachers, the health occupations teacher-coordinator, health services-administrators, supervisors, and job incumbents. (JK)

ED 034 878 08 VT 009 934

Delaware Occupational Research Coordinating Unit. Final Report, October 1, 1968 to August 31, 1969.

Delaware Occupational Research Coordinating Unit, Dover.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2742

Pub Date 8 Oct 69

Grant—OEG-1-6-062742-2146

Note—11p.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—*Educational Research, Information Dissemination, *Program Descriptions, *Research Coordinating Units, Research Projects, *State Programs, *Vocational Education Identifiers—*Delaware

This final report of the Delaware Occupational Research Coordinating Unit (RCU) summarizes activities during the period from October 1, 1968, to August 31, 1969. Specific activities reported are related to major activities and accomplishments during the period, significant findings and events, dissemination activities, other activities, and personnel. (CH)

ED 034 879 VT 009 935

Sumter, Paul Edward

Learning Experiment: Determine Effectiveness of Controlling Environmental Distractions at the Student Level.

Iowa State Univ. of Science and Technology, Ames. Dept. of Industrial Education.

Spons Agency—Iowa State Dept. of Public Instruction, Des Moines.

Pub Date 69

Note—54p.

EDRS Price MF-\$0.25 HC-\$2.80

Descriptors—Community Colleges, Doctoral Theses, *Environmental Influences, Environmental Research, Experiments, Grade 11, Grade 12, *Learning, Research, *Secondary School Students, Students, Vocational Schools

The purpose of this study was to see if learning could be improved by controlling the environment at the individual student's level. A pretest, post-test, random choice design was chosen to obtain data from over 900 subjects of technical-vocational schools, area community colleges, and high schools of Iowa, with emphasis on grades 11 and 12 and upon technical and scientific subject-matter. An apparatus consisting of a visual shield, an audio-blocking control, and an audio-control system, was developed to control the experimental subject's environment. Mental ability records of high school students were used to group subjects in three categories, while the analysis of variance single class and the t-test were used for grouping the other subjects. The findings indicated that three of the four hypotheses were accepted: (1) Visual control was not effective in increased learning, (2) Audio-visual control using commercial ear pads to block sound was not effective in increasing learning, and (3) No interaction was found between mental ability levels and the types of treatments. The original Ph.D. thesis of which this is a summary was submitted to Iowa State University of Science and Technology. (GR)

ED 034 880 24 VT 009 939

Occupational Education Program; Image of the World of Work, Volume I. Description of Teacher Orientation Activities, Treatment Description.

Colorado State Univ., Ft. Collins; Rocky Mountain Educational Lab., Inc., Greeley, Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2828

Pub Date Aug 69

Contract—OEC-4-7-062828-30-63

Note—130p.

EDRS Price MF-\$0.75 HC-\$6.60

Descriptors—*Career Planning, Changing Attitudes, Educational Innovation, Educational Planning, Inservice Teacher Education, *Integrated Curriculum, *Junior High School Students, Models, Questionnaires, *Teacher Orientation, Teacher Seminars, Teaching Guides, *Vocational Development, Vocational Education

The objective of this first phase of the occupational education program was to influence work-relevant attitudes, concepts, and information through 89 teachers and principals representing 11 junior high schools and eight states. The junior high schools ranged in size from small to large, in locale from isolated to urban and suburban. The pupil population of the schools included various concentrations of ethnic and socioeconomic groups. The series of teacher orientation conferences resulted in guidelines for the assessment of progress toward the objectives of the Image of the World of Work program, a list of concerns most frequently noted, and objectives for a series of followup meetings. A wide variety of material used in the program, bibliographies, and related information are appended. Volumes II and III are available as VT 009 986 and VT 009 985 respectively. "The World of Working and Learning," a position paper which provides an overview of all three phases of the project, is available as VT 009 940. (CH)

ED 034 881 24 VT 009 940

Bush, Donald O. And Others

The World of Working and Learning.

Rocky Mountain Educational Lab., Inc., Greeley, Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2828

Pub Date Jun 69

Contract—OEC-4-7-062828-30-63

Note—24p.

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—*Career Planning, Cooperative Education, Educational Innovation, Educational Planning, Evaluation, *General Education, *Integrated Curriculum, Learning, *Models, Vocational Development, *Vocational Education

This position paper presents guidelines for an approach to career planning which integrates educational experiences with the world of work and job requirements, based on models developed in 1968 for the purpose of planning the "Image of the World of Work" program. It provides the rationale and the application of the models for general work-production and presents a guide for planning, work process, and evaluation. The three components of the occupational education program are: (1) "The Image of the World of Work," designed to help teachers emphasize work-relevant attitudes and occupational information throughout a student's total school experience, (2) The Occupational Clusters Curriculum, designed to create and test a scheme for the development of occupational education curricula based on a career cluster concept at secondary school level, and (3) Cooperative Career Planning, a concept which stresses coordination of all relevant community resources so that all individuals might have the opportunity for job entry, continuous education, and upward occupational mobility. Related documents concerning these components are VT 009 939, VT 009 986, and VT 009 985, and VT 009 922. (CH)

ED 034 882 08 VT 009 979

Brandon, George L., Ed.

Research Visibility: Guidance and New Careers.

American Vocational Association, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0633

Pub Date Dec 69

Grant—OEG-2-7-070633-3021

Note—16p.

Journal Cit—American Vocational Journal; v44 n9 pp41-56 Dec 1969

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—*Bibliographies, Career Planning, Demonstration Programs, *Educational Research, Information Dissemination, *Occupational Guidance, Occupational Information, *Research Reviews (Publications), Vocational Counseling, Vocational Development, *Vocational Education

Identifiers—New Careers

Thirteen research reviews in this issue pertain to guidance and new careers organized under topics of: (1) Occupational Information, treating a career information service, a pilot computer-aided guidance program, a junior high school program, and a study of information flow into secondary schools, (2) Careers, including a discussion of a national seminar on vocational guidance, a career development workshop, and a manual prepared for personnel developing a comparative guidance and placement program, (3) Research Reviews, discussing student selection and prediction of success, and guidance and counseling services, and (4) Student Interests and Experiences, reporting a student socioeconomic profile, vocational interests of nonprofessional women, techniques applied to maladjusted under-achievers, and career thresholds. "Plain Talk," a continuing column by the editor reports anticipated changes in future research reviews reflecting: (1) a teacher target audience, (2) problem-centered research, (3) a synthesis pointing out alternatives for action, (4) retention of the synthesis-application-dissemination theme, and (5) continued survey of the readership. A warning is voiced of the possibility of a dual-track system in vocational and general education in both the guidance and education functions. The bibliography lists 47 related studies and five document sources for further reading. (DM)

ED 034 883 08 VT 009 980
The Establishment and Development of a Research Coordinating Unit in Occupational Education in North Carolina. Final Report.

North Carolina Research Coordinating Unit in Occupational Education, Raleigh.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-6-2735
Pub Date 30 Sep 69
Grant—OEG-2-6-062735-2218
Note—16p.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—Development, *Educational Research, Federal Aid, *Occupational Information, *Research Coordinating Units, *Research Projects, *Vocational Education Identifiers—*North Carolina, Occupational Research Unit

The final report of the North Carolina Research Coordinating Unit in Occupational Education defines the major purposes of the Unit as: (1) stimulating research in occupational education, (2) identifying problems for research, (3) making data available to researchers, policy makers, and practitioners on occupational education from national, state, and local levels, (4) maintaining communication between people who are working in occupational education programs, (5) assisting in training programs on activities involved in the research-action continuum for state-level research workers, and (6) providing consultant services in state, local and area research and developmental activities. The report covers major activities in which the staff was involved, dissemination activities, including the research reports completed during the period of operation, and a staff summary. The unit will be continued in North Carolina under the name "Occupational Research Unit" under the administration of the State Department of Public Instruction. (GR)

ED 034 884 24 VT 009 985
Occupational Education Programs; Image of the World of Work, Volume III. Lesson Plans: Resource File.

Colorado State Univ., Ft. Collins.; Rocky Mountain Educational Lab., Inc., Greeley, Colo.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-6-2828
Pub Date Aug 69
Contract—OEC-4-7-062828-30-63
Note—128p.

EDRS Price MF-\$0.75 HC-\$6.50

Descriptors—Educational Innovation, Educational Planning, Inservice Teacher Education, Integrated Curriculum, *Junior High School Students, *Lesson Plans, Models, Program Evaluation, Questionnaires, Teacher Orientation, Teacher Seminars, *Teaching Guides, *Vocational Development, Vocational Education

This third volume of the Image of the World of Work program presents guidelines for the development of lesson plans by participating teachers and representative lesson plans which were developed. Lessons were planned within the

existing content of seventh grade language arts and social studies—35 lesson plans for language arts, 20 for social studies, and 4 miscellaneous. The components of these lessons were to include cognitive objectives, occupational information, attitudinal objectives, student tasks, and evaluation of lesson effectiveness. Volumes I and II are available as VT 009 939 and VT 009 986 respectively. "The World of Work and Learning," a position paper which provides an overview of all three phases of the project, is available as VT 009 940. (CH)

ED 034 885 24 VT 009 986
Occupational Education Programs; Image of the World of Work, Volume II. Development of Instruments and Evaluation.

Colorado State Univ., Ft. Collins.; Rocky Mountain Educational Lab., Inc., Greeley, Colo.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-6-2828
Pub Date Aug 69
Contract—OEC-4-7-062828-30-63
Note—154p.

EDRS Price MF-\$0.75 HC-\$7.80

Descriptors—*Changing Attitudes, Educational Innovation, Educational Planning, Inservice Teacher Education, Instructional Aids, *Integrated Curriculum, *Junior High School Students, Lesson Plans, Models, Program Evaluation, Questionnaires, *Teacher Orientation, Teacher Seminars, *Vocational Development, Vocational Education

This second volume of the Image of the World of Work program reports the development of instruments, evaluation design, changes in teachers' attitudes toward work associated with participation in workshops, lesson plans, changes in pupil scores in relation to characteristics of their teachers, data analysis, and generalizations on the outcomes of the intervention activities. Generally there was a movement toward more desirable or mature attitudes by all of the students in both the project and control groups. As expected, girls scored more in the desirable or favorable direction than did boys. Fifty tables supplement the narrative information. Volumes I and III are available as VT 009 939 and VT 009 985 respectively. "The World of Work and Learning," a position paper which provides an overview of all three phases of the project, is available as VT 009 940. (CH)

ED 034 886 VT 009 990
Christensen, Howard Harward
Education for Off-Farm Agricultural Occupations in Nevada.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106
Document Not Available from EDRS.

Descriptors—*Agricultural Education, Bibliographies, Curriculum, Doctoral Theses, Educational Needs, Employer Attitudes, *Employment Opportunities, *Entry Workers, *Off Farm Agricultural Occupations, *Program Improvement, Surveys

Identifiers—*Nevada
To further the development of agricultural education in Nevada, a study was conducted to determine the number and kinds of employees and opportunities, and the factors which inhibit or enhance agricultural education, and to make suggestions for program improvement and adjustment. Personal interviews were held with 363 firms and 30 government agencies. An analysis and summary of the data provided by the 148 companies having employees needing agricultural training and/or background revealed the following findings: (1) Nevada had fewer employees who needed an agricultural background and/or training than the national average, (2) The ratio of people in production agriculture to individuals in off-farm agricultural occupations was higher, (3) Nevada also had a higher ratio of employees in government service who needed an agricultural background, (4) Most of the off-farm agricultural employment opportunities were in the service function, (5) There was a need for 2-year technical programs, and (6) A high percentage of students will probably move to either the Las Vegas or Reno area. It was recommended that curriculums in vocational agriculture be planned to meet the needs of students who are seeking employment outside the isolated valleys in which most

schools are located. This Ph. D. thesis was submitted to the Ohio State University. (DM)

ED 034 887 24 VT 009 992
Pulis, Joe M.

Methods of Teaching Shorthand: A Research Analysis. Final Report.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-8-G-016
Pub Date 69
Grant—OEG-00016-0059-(010)

Note—295p.

EDRS Price MF-\$1.25 HC-\$14.85

Descriptors—Bibliographies, Business Education, *Comparative Analysis, Research Methodology, *Stenography, Tables (Data), *Teaching Methods, Vocational Education, Word Lists Identifiers—*Gregg Shorthand

A study of selected variables which have an effect upon achievement in shorthand dictation is the focus of this report. The relationship between competency in shorthand accuracy and achievement in shorthand dictation, is studied in Part I. Results of three word-list tests of 200 words each, administered to 135 students, indicated that success in shorthand was significantly related to ability to construct accurate shorthand outlines. Part I describes a comparative analysis of the results obtained from the Gregg Shorthand method and an experimental instruction method. The results at the end of 9 months of instruction were in favor of the experimental group, which had a significantly higher dictation rate, and higher shorthand accuracy and transcription scores. An analysis of the effect of selected variables on achievement, discussed in Part III, found that: (1) Student achievement declined significantly when the length of dictation increased from 3 to 5 minutes, (2) Student achievement declined significantly when the transcription was deferred by 1 week, and (3) Students who wrote incorrect shorthand outlines in taking dictation usually did not transcribe correctly. (GR)

ED 034 888 VT 009 993
Notes and Working Papers from the National Conference on Cooperative Vocational Education; Implications of the 1968 Amendments (Minneapolis, Minn., Feb. 26-28, 1969).

Minnesota Univ., Minneapolis.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Feb 69
Note—204p.

EDRS Price MF-\$1.00 HC-\$10.30

Descriptors—Agricultural Education, *Conference Reports, *Cooperative Education, Culturally Disadvantaged, *Federal Legislation, Financial Support, Interagency Coordination, Program Administration, Program Development, Program Planning, School Industry Relationship

Identifiers—*Vocational Education Amendments of 1968

About 200 representatives of business, industry, labor, government, education, and community interests from across the nation participated in the conference which was planned to provide for further development of understandings, abilities, skills and appreciations of those persons responsible for comprehensive programs of vocational-technical education. The report includes a chart which outlines the provisions of Public Law 90-576 relating to cooperative vocational education, abstracts of major papers, recommendations regarding clarification of state plan requirements under Part G of Section 173 of the 1968 amendments, and recommendations for planning and operating cooperative programs. Major papers presented by the consultants include: (1) Congressional Expectations of Cooperative Vocational Education, (2) The Silent Field and the Dark Sun, (3) The Employer's Role in Cooperative Occupational Education, (4) The School's Role in Cooperative Occupational Education, (5) The Community Role in Cooperative Vocational Education, (6) A Comparative Study of Two Concurrent Work-Education Models in Agriculture, and (7) an abstract of "Interpretive Study of Cooperative Efforts of Private Industry and the Schools to Provide Job-Oriented Education Programs for the Disadvantaged." (JK)

ED 034 889 08 VT 010 093

Cohen, Louis A.

[The Continuation of Federal Support for the New York State Research Coordinating Unit for Vocational Education. Final Report.]

New York State Education Dept., Albany. Bureau of Occupational Education Research

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-3014

Pub Date Oct 69

Grant—OEG-1-7-063019-2924

Note—67p.

EDRS Price MF-\$0.50 HC-\$3.45

Descriptors—Educational Research, *Occupational Information, *Program Descriptions, *Research Coordinating Units, *Research Projects, State Programs, *Vocational Education Identifiers—*New York

This final report of the New York State Research Coordinating Unit for Vocational Education summarizes the activities covered between the period of April 1967 and August 31, 1969. Major topics considered are (1) objectives of the unit, (2) organization chart, (3) summary of activities April 1967-June 1967, (4) summary of activities, July 1968-August 1969, (5) project summaries, (6) dissemination project, and (7) evaluation. (GR)

ED 034 890 08 VT 010 094

Omig, Clayton P.

Continuation of the Kentucky Research Coordinating Unit. Final Report.

Kentucky Research Coordinating Unit, Lexington.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-3024

Pub Date Sep 69

Grant—OEG-2-7-063024-3520

Note—46p.

EDRS Price MF-\$0.25 HC-\$2.40

Descriptors—Educational Research, Occupational Information, *Program Descriptions, *Research Coordinating Units, *Research Projects, State Programs, Vocational Education Identifiers—*Kentucky

This final report of the Kentucky Research Coordinating Unit for Vocational Education summarizes the activities covered from April 1, 1967 to August 31, 1969. Major activities during this period included: (1) stimulating research, (2) carrying out research and development projects, (3) identifying potential research problems, (4) disseminating research findings, (5) developing a handbook of functions and operating procedures, and (6) establishing cooperative relationships among the individuals and institutions of Kentucky and other states. (GR)

ED 034 891 VT 010 095

Consumer Education: Elementary, Intermediate, Junior High Schools. Curriculum Bulletin, 1968-69 Series, No. 14.

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Pub Date 69

Note—83p.

Available from—Publications Sales Office, Board of Education of the City of New York, 110 Livingston Street, Brooklyn, New York 11201 (\$1.50)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—*Consumer Education, *Curriculum Guides, Elementary Grades, *Home Economics Education, Intermediate Grades, *Lesson Plans, Secondary Grades, *Teaching Guides

Prepared by a committee of teachers and administrators, this guide is for teacher use in developing programs and activities designed to aid students in grades K-8 and their families in becoming intelligent consumers. The materials included have been developed to provide resource information which will contribute to the skills, knowledge, understandings, and appreciation required of all consumers in the economy. The scope of the guide is indicated by a topical outline by grades, arranged for the unit areas of: (1) Food, (2) Clothing, (3) Housing, (4) Products and Services, (5) Transportation, and (6) Leisure and Education. Suggested lesson plans are provided for a representative number of topics, grouped for grades K-2, 3-4, and 5-8, with each plan including: (1) unit and grade, (2) topic, (3) aim, (4) materials needed, (5) motivation, and

(6) procedure. A listing of audio-visual aids, including title, length, producer, and level, and resource materials and sources of information are also provided. (AW)

ED 034 892 08 VT 010 096

Ohio Occupational Research and Development Coordinating Unit. Final Report.

Ohio State Dept. of Education, Columbus.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0137

Pub Date Jan 69

Contract—OEC-3-85-131

Note—26p.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Educational Research, *Occupational Information, *Program Descriptions, *Research Coordinating Units, State Programs, *Vocational Education Identifiers—*Ohio

This final report explains the purpose of the Ohio Occupational Research and Development Coordinating Unit and its activities and accomplishments from its inception July 1, 1965, to August 31, 1969. The three specific objectives of the Ohio Unit are: (1) to gather data concerning employment, emerging occupational trends and future job projections, (2) to identify issues and problems relating to the nature and place of vocational education, and (3) to stimulate and encourage, coordinate, facilitate, and disseminate information concerning occupational education research and development activities. Attention is given to each area of activity as it contributes to the extension and improvement of vocational education in Ohio. Major activities are considered under the headings of (1) Organization and Staff, (2) Stimulating Research, (3) Facilitating Research, (4) Disseminating Research, (5) Coordinating Research, and (6) Developing Vocational Education Programs. The Ohio Unit was involved in numerous minor activities and also cooperated with other agencies in contributing to the overall activities of vocational education. [Not available in hard copy due to marginal legibility of original document.] (GR)

ED 034 893 08 VT 010 097

Perryman, Bruce C.

The Establishment of a Research Coordinating Unit for Vocational Education in Wyoming and Addendum No. 3. Bibliography of Research Coordinating Unit Educational Materials. Final Report.

Wyoming Research Coordinating Unit in Vocational-Technical Education, Cheyenne.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2729

Pub Date Nov 69

Grant—OEG-4-6-062729-2083

Note—76p.

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Bibliographies, *Educational Research, *Occupational Information, Post Secondary Education, *Program Descriptions, *Research Coordinating Units, State Programs, *Vocational Education Identifiers—*Wyoming

This final report covers the operation of the Wyoming Research Coordinating Unit (RCU) during the period June 1966 through August 1969. The purpose of Wyoming RCU is explained and an up-to-date listing of its major activities and accomplishments is included. The four basic activities were to: (1) coordinate local, state, federal and private occupational research activities, (2) design, conduct, and/or assist in the state research and development activities and projects that deal directly with occupational research, (3) identify, assemble, summarize, and disseminate occupational research information, and (4) provide consultant service to personnel in the State Occupational Education Division and to all occupational educators in the schools of the state. An annotated bibliography of educational materials for the RCU is appended. [Not available in hard copy due to marginal legibility of original document.] (GR)

ED 034 894 08 VT 010 098

Kittleson, Howard M.

Attitudes Toward Entrepreneurial Behavior and Education—Their Relationship to Instruction. Final Report.

Minnesota Univ., St. Paul. Dept. of Agricultural Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-1050

Pub Date Sep 69

Grant—OEG-0-8-071050-4663(085)

Note—133p.

EDRS Price MF-\$0.75 HC-\$6.75

Descriptors—*Adult Farmer Education, *Attitudes, Attitude Tests, *Cost Effectiveness, Farmers, *Farm Management, *Program Effectiveness, Vocational Agriculture Teachers Identifiers—*Minnesota

To evaluate the non-economic returns to investment of resources in education, a study was conducted to determine the effect of farm management instruction on attitudes toward education and farming, relationships existing between attitudes and farm income, and whether students' attitudes became more like their instructor's with increasing years of instruction. The groups in the study were: (1) farm families who submitted records for analysis in the 1967 Minnesota Farm Management Program, (2) farm families who had dropped out of the program later than 1964, (3) farm families selected at random from 10 counties, and (4) agriculture instructors responsible for farm management programs. The 70 percent response to the 90-item attitude instrument revealed a general improvement in attitudes related to more years of instruction, with a strong suggestion of diminishing marginal returns. Families in other than well-organized programs had scores negatively related to instructors; in well-organized programs scores were positively related. All differences in attitudes were very slight. There is a need for a revision of methods, subject matter, or both if adult vocational agriculture instructors want to claim significantly-improved attitude as a product of their educational program. (DM)

ED 034 895 24 VT 010 099

Glendening, Richard N.

Education and Economic Growth in Iowa; Final Report.

Central Coll., Pella, Iowa.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-F-132

Pub Date Aug 69

Grant—OEG-6-9-008132-0053(010)

Note—21p.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—Bibliographies, Capital, *Economic Development, *Education, Hypothesis Testing, *Income, *Statistical Analysis, *Statistical Studies, Tables (Data)

Identifiers—Agricultural Capital, *Cobb Douglas

Function, Iowa, Nonfarm Capital

To study the relationship of education to economic growth for the state of Iowa, the hypothesis that increasing the level of education for the labor force would lead to higher levels of income or economic growth was tested for the period from 1950-1967. The Cobb-Douglas production was used to evaluate the relationship. The function used labor nonfarm capital, agricultural capital, and the average level of education for the independent variables, and a linear equation was developed using logarithms. The results of the survey were not conclusive. The labor and agriculture variables were significant at the 95 percent level but the latter had a negative regression coefficient. The negative sign showed that agriculture was not in equilibrium, which in turn caused overinvestment in agriculture. The signs were positive for the nonfarm and education variables, but they were significant only at the 90 percent level. One explanation was that the education variable did not account for the variations in contribution to economic growth of the different educational expenditures. Another reason was that the nonfarm capital estimate was not a good approximation of the true capital value. (BC)

ED 034 896 08 VT 010 100

Moss, Jerome, Jr. Nelson, Howard F.

Minnesota Research Coordinating Unit for Vocational Education. Final Report.

Minnesota Research Coordinating Unit in Occupational Education, Minneapolis.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2987

Pub Date Sep 69

Grant—OEG-3-7-062987-1593

Note—24p.
EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Occupational Information, Post Secondary Education, *Program Descriptions, *Research Coordinating Units, Research Projects, State Programs, *Vocational Education Identifiers—*Minnesota

This final report of the Minnesota Research Coordinating Unit (RCU) for Vocational Education summarizes the activities covered between March 1967 and August 31, 1969. Major topics considered are (1) background of the Unit, (2) methods, including organization, personnel, and facilities, (3) a listing of activities and how they meet the Unit's objectives, and (4) conclusions. Appended are a list of publications of the RCU and a list of other publications of the Research Coordinating Staff. [Not available in hard copy due to marginal legibility of original document.] (GR)

ED 034 897 08 VT 010 101
Indiana Research Coordinating Unit. Final Report.

Indiana Research and Development Coordinating Unit for Vocational and Technical Education, Terre Haute.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-6-2717

Pub Date 69
Grant—OEG-3-6-062717-2144

Note—79p.
EDRS Price MF-\$0.50 HC-\$4.05

Descriptors—Curriculum, *Educational Research, Occupational Guidance, Occupational Information, *Research Coordinating Units, *Research Projects, *Vocational Education Identifiers—*Indiana

Occupational research and development goals concern: (1) stimulating occupational research and development activities, (2) developing coordination for a state system of occupational research and development, (3) maintaining information of research findings and needs, (4) increasing producer and consumer competence of state personnel, and (5) providing guidance and counseling service for potential researchers. Seventeen research projects have been approved by the Research Coordinating Unit, covering various aspects of curriculum development and vocational training. Brief descriptions of each project are included. (JK)

ED 034 898 VT 010 109

Householder, Daniel L. Suess, Alan R.
Review and Synthesis of Research in Industrial Arts Education. Research Series No. 42.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date Oct 69

Note—69p.

Available from—The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 (\$2.25)

EDRS Price MF-\$0.50 HC-\$3.55

Descriptors—Bibliographies, Doctoral Theses, *Industrial Arts, Literature Reviews, Periodicals, Research, *Research Reviews (Publications), *Synthesis

This document provides an analysis and synthesis of the research in industrial arts education during the period 1966 through 1968, inclusive. Journal articles and doctoral dissertations were the primary sources for studies, while staff studies and reports of funded research were used when available to the reviewers. Major topics are: (1) History, Philosophy, and Objectives, (2) Curriculum Development, (3) Instructional Media and Methods, (4) Student Personnel Services, (5) Facilities and Equipment, (6) Teacher Education, (7) Administration and Supervision, (8)

Research, and (9) Summary. An extensive bibliography of the reviewed literature is included. This report complements a 1968 conference on research in industrial arts, a report of which is available as ED 029 986. (GR)

ED 034 899 24 VT 010 148

Strong, Dorothy H. And Others

Determination of Concepts Basic to An Improved Foods and Nutrition Curriculum at the College Level. Final Report.

Wisconsin Univ., Madison.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-1353

Pub Date Jun 68

Grant—OEG-3-6-061353-2035

Note—130p.

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—Behavior Patterns, Biology Instruction, Classification, *College Curriculum, *Concept Teaching, Food, *Foods Instruction, Generalization, *Home Economics, Home Economics Education, *Nutrition Instruction

This project had two objectives: (1) to identify and structure concepts and generalizations basic to teaching foods and nutrition at the college level, and (2) to test the feasibility of using a small committee of experts to develop a statement of concepts and generalizations. Both objectives were accomplished but with stated limitations. Concepts, sub-concepts, and generalizations within a college-level foods and nutrition curriculum are structured under three major headings: Food Materials, Biological Aspects of Human Nutrition, and Human Behavior in Relation to Food. These materials were developed during approximately 11 days of conference by a committee of eight experts, supplemented by three coordinators and an educational consultant. Recommendations include (1) extension and refinement of these materials, and (2) the development of test situations for evaluating the use of concepts and generalizations as a basis for teaching. (Not available in hard copy due to marginal legibility of original document.) (CH)

ED 034 900 08 VT 010 153

Oregon Research Coordinating Unit for Vocational Education. Final Report.

Oregon State Univ., Corvallis. Oregon Research Coordinating Unit for Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-2983

Pub Date Oct 69

Grant—OEG-4-7-062983-1596(085)

Note—35p.

EDRS Price MF-\$0.25 HC-\$1.85

Descriptors—*Educational Research, Occupational Information, Program Descriptions, *Research Coordinating Units, *Research Projects, State Programs, *Vocational Education Identifiers—*Oregon

This final report of the Oregon Vocational Education Research Coordinating Unit covers the activities during the period July 1, 1968 to August 31, 1969. During this period the aims of the Unit were reoriented to meet newly determined priorities. These aims are to: (1) identify current issues and problems, (2) stimulate research and development activities, (3) conduct and participate in research and development activities, (4) coordinate in- and out-of-state activities, (5) increase research competency, (6) information dissemination activities, and (7) discretionary award projects. Results in achieving these aims are reported. The continuation of the Unit is uncertain. (GR)

ED 034 901 08 VT 010 166

Warmbrod, J. Robert, Ed.

Agricultural Occupations Program Development in Area Vocational Schools. Final Report.

Ohio State Univ., Columbus. Dept. of Agricul-

tural Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-7-0773

Pub Date Sep 69

Grant—OEG-0-8-070773-3531 (085)

Note—224p.

EDRS Price MF-\$1.00 HC-\$11.30

Descriptors—*Agricultural Education, *Area Vocational Schools, *Conference Reports, Curriculum Development, Guidelines, High School Curriculum, *Off Farm Agricultural Occupations, *Program Development, Program Planning, School Organization, Vocational Agriculture, Vocational High Schools

A national seminar was held in September 1968 designed to identify agricultural education programs needed in area vocational centers and to develop techniques and procedures for planning and conducting agricultural education programs for secondary students in area vocational centers. Appendices include papers presented by consultants and recommendations of task forces on the following topics: rationale and need for agricultural occupations programs in area centers; coordination of agricultural occupations programs in area centers and participating schools; curriculum development; guidance, placement, and follow-up of students; facilities and equipment; selection and preparation of staff; occupational experience programs; program evaluation; and adult and continuing education. Findings and recommendations of the seminar are presented as guidelines for the development and implementation of agricultural occupations programs in area vocational centers categorized by the following topics: appraising needs and resources; planning a state program; coordinating programs in area centers and participating schools; evaluating programs; developing curriculums and teaching; selecting, recruiting, and preparing staff; and adult and continuing education. (JRM)

ED 034 902 08 VT 010 169

Rogers, Charles H. And Others

Teenage Unemployment in Two Selected Rural Counties in the South. Center Research and Development Report No. 4.

North Carolina Univ., Raleigh. N.C. State Univ. Center for Occupational Education.

Spons Agency—Manpower Administration (DOL), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—USDL-81-35-67-27

Bureau No.—BR-7-0348

Pub Date 69

Grant—OEG-2-7-070348

Note—228p.

EDRS Price MF-\$1.00 HC-\$11.50

Descriptors—Bibliographies, Caucasians, Dropouts, Educational Opportunities, Employment Experience, *Interviews, Negroes, Questionnaires, Records (Forms), *Rural Areas, *Surveys, Tables (Data), *Teenagers, *Unemployment, Vocational Education Identifiers—*North Carolina

Eighty-one tables were included in this study which examined teenage unemployment in a two-county rural area of North Carolina. Specifically, this report considered labor market experience of Negroes and Caucasians, personality variables, social and family characteristics, community factors, and educational and training opportunities. A structured interview questionnaire was developed for school dropouts, business and industry, and educational institutions. The interviews were made by trained personnel. The study concluded that the unemployment rate for teenagers was not high, and that the difference between Negro and Caucasian jobless rates were not as great as anticipated. There was some discrimination in the labor market, but the results were not conclusive. Occupational training and level of schooling were correlated with a favorable labor market experience. (BC)

PROJECT SECTION

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The résumés in this section are in numerical order by EP number only. These project descriptions cover current Office of Education research projects and cannot be ordered from the ERIC Document Reproduction Service.

SAMPLE ENTRY

Identification number assigned to project documents as they are processed.

Title of the Research Project.

Investigator(s) — individual(s) conducting the project.

Institutional Source — organization responsible for the research activity.

Bureau Number—project number assigned by the Bureau of Research.

Proposal Date—when proposal was submitted to Bureau of Research.

Informative Abstract.

EP 011 005

24

A Small Project Research Proposal in Secondary School Science.

Investigator—Walton, George
Institution—Western New Mexico Univ., Silver City

Bureau No.—BR-7-G-045

Proposal date—29 Mar 67

Grant—OEG-7-8-000045-0020-010

Descriptors—*Chemistry Instruction, *Curriculum Development, *Science Education, *Scientific Concepts, *Secondary School Science, Scientific Principles.

Start date—01-16-68 End date—04-30-68

A project to produce a modified course in Secondary School Chemistry for the isolated multiethnic schools of Southwestern New Mexico will be conducted to complete the planning phase that has been started, to design and produce the curriculum content,

of educational research. (AL)

Legislative Authority Code for identifying the legislation which supported the research activity.

Contract or Grant Number—contract numbers have OEC prefixes; grant numbers have OEG prefixes.

Descriptors—major subject terms assigned which characterize the substantive content of a project. When identifiers are used they will follow the descriptors. Identifiers are additional terms not found in the Thesaurus of ERIC Descriptors.

Start Date and End Date—starting and anticipated ending dates for the research project.

Abstractor's initials.

EP 012 095

24

Transfer Effects in Second Language Learning.

Investigator—Jakobovits, Leon A.
Institution—Urbana, Illinois Univ.

Bureau No.—BR-0-0333

Proposal Date—31 Jan 69

Descriptors—Cognitive Processes, English, French, Hebrew, *Observation, *Second Language Learning, *Skill Analysis, Student Attitudes, Teaching Methods, *Transfer of Training

Identifiers—*Montreal

Start Date 15 Jun 70 End Date 14 Jun 71

An investigation covering the analysis of problems of transfer in second language learning is proposed. The investigation will be conducted in Montreal, which offers an ideal locale because of its three major ethnic-linguistic communities and its highly urban nature. The observations of language learning that this investigation will gather pertain both to the mechanical skills involved in language behavior and the functional aspects of communicative use. The attitudinal outlook of the learner, the learning strategies he employs, and the sociolinguistic context of the learning situation will also be observed. The subjects will include both children and adults. The settings will include the public school, adult language courses, and the community neighborhood. The tools will range from standardized proficiency tests, to instruments and techniques used with success in previous experimental work, to depth interviews. The languages involved will be English, French, and Hebrew, the first two being both first and second languages for different subjects. (CK)

EP 012 096

24

Psychological Processes Involved in Comprehending Sentences.

Investigator—Hakes, David T.
Institution—Austin, Texas Univ.

Bureau No.—BR-0-0337

Proposal Date—15 Sep 69

Descriptors—*Cues, *Listening Comprehension, *Psychological Patterns, *Sentence Structure, Syntax

Start Date 1 Jun 70 End Date 31 May 72

The proposed research, which is specifically directed to the problem of sentence comprehension, derives from a theory which assumes that comprehension involves formulating hypotheses about the underlying syntactic structure and lexical content of sentences on the basis of cues available in the input. A theory of comprehension is relevant to the problem of language acquisition in that it specifies the kind of psychological information processing the child must become adept at performing. In the proposed work, experiments

will be conducted to determine: (1) the nature of the cues used in comprehending and the manner in which they are used; (2) the organization and use of information about lexical items; (3) the processes involved in dealing with ambiguous sentences; and (4) the nature of the reprocessing that occurs if a sentence is interpreted incorrectly. It appears that the processing strategies used in comprehending sentences are not restricted to linguistic inputs but are more generally used in processing information. The kind of research and theorizing proposed should eventually have implications for the teaching of English and foreign languages in schools. (DB)

EP 012 097

24

Individual Differences in Learning and Retention.

Investigator—Shuell, Thomas

Institution—State Univ. of New York, Buffalo. Research Foundation.

Bureau No.—BR-0-0341

Descriptors—*Individual Differences, *Learning Processes, *Memory, *Reaction Time, *Retention

Start Date 1 Feb 70 End Date 31 Jul 71

The conduct of studies primarily concerned with intrinsic differences in learning is proposed. In the performance of the studies, a series of experiments increase knowledge concerning the sources and nature of individual differences in the learning process. The first two experiments will concern the relationship between individual differences in learning ability and short-term memory, when degree of original learning has been equated for "fast" and "slow" learners. The third experiment will concern potential differences in the rate of processing information from short-term to long-term memory. The fourth experiment will concern differential use of effective strategies for organizing material during learning. Knowledge of how individuals learn will provide important information on how to assist or encourage individuals in learning about their world and how to deal with their environment. (DB)

EP 012 098

24

Organizational Factors Influencing the Performance of Educational Institutions.

Investigator—Fiedler, Fred E. Mitchell, Terence R.

Institution—Washington Univ., Seattle.

Bureau No.—BR-0-0340

Proposal Date—20 Sep 69

Descriptors—Colleges, *Faculty Evaluation, *Higher Education, Junior Colleges, *Leadership Styles, *Performance Factors, Personality Assessment, *School Organization, Universities

Identifiers—University of Illinois, *University of Washington

Start Date 1 Feb 70 End Date 31 Jan 72

Preliminary research conducted in 1951, at the University of Illinois, on the influence of leadership on academic organizational effectiveness provides the basis for the proposed three-year research program. The proposed research, to be conducted at the University of Washington, will concern the influence of leadership, structural, and organizational variables on the effectiveness of academic organizations. In addition to providing a means of validating the findings of the preliminary study, the research will be expanded in three major directions. These additional areas of study concern: (1) the individual characteristics of faculty members as related to their performance as teachers, researchers, and supervisors of graduate students; (2) the effects of structure and leadership on departmental effectiveness, and the way these relations might be modified by the particular academic disciplines; and (3) a cross-institutional study, with an entire school as the unit of analysis. It is believed that the results of the research will aid in better understanding the variables that affect the performance of colleges and universities. (DB)

EP 012 099

24

Cross Cultural Study of Educational Motivation and Performance.

Investigator—Leacock, Eleanor B.

Institution—Brooklyn Polytechnic Inst., N.Y.

Bureau No.—BR-0-0339

Proposal Date—26 Sep 69

Descriptors—Academic Performance, *African Culture, *Elementary Schools, *Parent School Relationship, *School Community Relationship, School Role, *Secondary Schools, Student Motivation

Identifiers—East Africa, Lusaka, *Zambia

Start Date 1 Feb 70 End Date 31 Jan 71

In the proposed study, an attempt will be made to work out a broader theoretical context than now exists for handling existing educational problems. It is hypothesized that value conflict and cultural deficiencies in background, as seen in Western terms, are not as important as are some of the educational inadequacies linked with Western School culture. The study, to be performed in Lusaka, Zambia, will constitute a follow-up of two previous projects, one on elementary schooling in New York City, and the other on teaching interdisciplinary social science theory and method at a college level. In this follow-up study, an investigation will be made of the relation of the community background to the elementary and secondary schooling received by chil-

dren in Lusaka, Zambia, and the implications of the discontinuities between the two for successful education will be examined. The study will be conducted in two stages, the first focusing on the school and the second on the rural Zambian background. The first stage will involve classroom observations and some interviewing of teachers and students; the second will involve participant observation and unstructured interviewing in a Zambian village. It is believed that the results of the study will be of benefit for educational programs generally, both at home and abroad. (DB)

EP 012 100

24

Information Processing in Memory Tasks.

Investigator—Johnston, William A.

Utah Univ., Salt Lake City.

Bureau No—BR-0-0338

Descriptors—*Learning, *Memory, *Mnemonics, *Paired Associate Learning, *Recall (Psychological)

Start Date 15 Jun 70

End Date 14 Jun 72

A methodological tool is proposed for the monitoring of information processing during the presentation, retention, and recall of verbal information. A divided-attention procedure (DAP) would be employed whereby a subject performs a verbal and a motor task concurrently. The processing demands of the verbal task can be inferred from concurrent motor performance. Previous research offering testimony to the utility of the DAP is reviewed. The method appears to constitute a powerful vehicle by which variations in the encoding, storage, and retrieval of information can be separately assessed. In the proposed research, the DAP would systematically be applied to the determination of the processing loci of certain well-established phenomena of memory and learning. Free-recall studies would be performed to localize the process by which mnemonic information is organized, and paired-associate studies would be conducted to localize interference effects on associative information. Special tasks would be implemented in order to discover if observed variations in information processing during item presentation, retention, and recall periods can be attributed to information encoding, storage, and retrieval, respectively. The potential theoretical and practical implications of the data are discussed. (Author)

EP 012 101

24

Attitudinal Correlates of Children's Speech Characteristics.

Investigator—Williams, Frederick D.

Whitehead, Jack L.

Texas Univ., Austin.

Bureau No—BR-0-0336

Proposal Date—19 Sep 69

Descriptors—Elementary School Students, Linguistic Patterns, *Sociolinguistics, *Speech Habits, Stereotypes, *Student Reaction, *Teacher Attitudes, Visual Stimuli

Start Date 1 Feb 70

End Date 31 Jan 71

The proposed research is based on the thesis that a child's speech characteristics furnish important cues for the formation of teacher at-

titudes toward a child, and that such attitudes may weight heavily on the way the teacher deals with the child. In the research proposed, answers will be sought to the following four questions: (1) Can the two-factor judgmental model found in previous research be replicated with other teacher and pupil populations? (2) What is the effect of visual cues of the child upon the teacher's attitudes about his speech? (3) Does the judgmental type reflect a rapidly elicited stereotype or continuous evaluation of the child's speech? (4) What type of preliminary evidence might be obtained concerning the relation between a teacher's judgment of speech and her likely behavior toward a child? In the proposed study, teacher and pupil populations will include Spanish-American speech samples along with those from black and white participants. Other features of the research design include: the use of a visual and an audiovisual condition of stimulus presentation, in addition to the audio mode; variations of stimulus duration and the use of a label only condition; and the incorporation of direct questions relating to the child's school activities or programs in the teacher-response material. (DB)

EP 012 102

52

A Program To Demonstrate The Uses of an Inexpensive Microfiche Reader, and The Resources of ERIC and Other Microform Collections.

Investigator—Fisher, John H. And Others

Modern Language Association of America, New York, N.Y.

Bureau No—BR-0-0069

Proposal Date—11 Aug 69

Descriptors—*Abstracts, *Demonstration Programs, *Educational Equipment, *Information Dissemination, *Microfiche

Identifiers—DASA Corporation, Educational Resources Information Center, ERIC, MLA, *Modern Language Association

Start Date 1 Jan 70

End Date 30 Oct 70

The Modern Language Association (MLA) will demonstrate an inexpensive microfiche reader designed by the DASA Corporation to increase scholars' use of abstracts of articles relating to education. The reader will be demonstrated at regional and national meetings of English and Foreign Language teachers. Additional demonstrations of the reader and discussions of the Educational Resources Information Center (ERIC) program and the MLA abstract system will be conducted at major university centers. (CK)

EP 012 103

24

ERIC Clearinghouse on Early Childhood Education.

Investigator—Carss, Brian W. And Other

Illinois Univ., Urbana.

Bureau No—BR-0-0288

Descriptors—*Clearinghouses, *Early Childhood Education, Information Processing

Identifiers—*Educational Resources Information Center, ERIC

Start Date 1 Dec 69

End Date 31 Jan 71

The ERIC Clearinghouse on Early Childhood Education proposes to serve as an information

center for documents on early childhood education. Abstracting, indexing, and cataloging of this material will be done. Documents will be stored at the Clearinghouse for retrieval purposes. These documents will appear in Research in Education. Appropriate journal articles will also be processed (indexed, annotated, and cataloged) for storage, retrieval, and publication in Current Index to Journals in Education. The purpose of this information system will be to further educational developments in early childhood education. (CK)

EP 012 104

24

Optimal Allocation of Resources in Urban Education: An Econometric Approach.

Investigator—Adelman, Irma Parti, Michael

Northwestern Univ., Evanston, Ill.

Bureau No—BR-0-0334

Proposal Date—20 Mar 69

Descriptors—*Data Analysis, *Mathematical Models, *Resource Allocations, Teacher Supply and Demand, Teaching Quality, *Urban Education

Identifiers—Coleman Report, Project Talent

Start Date 1 Feb 70

End Date 30 Apr 71

A study to develop and illustrate a methodology for providing guidelines to determine efficient methods for the allocation of resources to urban education is proposed. The technique to be applied is based on the formulation and statistical analysis of a simultaneous equation econometric model. In the model to be used, the interactions among the number of teachers, the average level of teacher qualifications, and the various measures of the academic and psychological characteristics of students in a school will be analyzed simultaneously. The complete econometric model will contain 15 equations, which will be estimated in two stages. (CK)

EP 012 105

24

Theological Education: The Faculty As Agents of Professionalization and Change.

Investigator—Ploch, Donald R.

Yale Univ., New Haven, Conn.

Bureau No—BR-0-0335

Descriptors—College Faculty, *Curriculum Development, *Educational Change, Student Development, *Theological Education

Identifiers—American Association of Theological Schools

Start Date 1 Feb 70

End Date 31 Jan 71

A study of trends in theological curricula will be conducted. Focus will be placed on the viewpoint of the theological faculty. Principally, an attempt will be made to determine why theological schools produce graduates who do not conform to the expectations of the church hierarchy. A sample of faculty members teaching at seminaries listed in the American Association of Theological Schools will be interviewed. In each case, the curriculum offerings and prescribed courses, changes in the career pattern and social background of students, and changes in the stated purpose of the seminary will be used as background for the interviews. Also, data on changes in curriculum and personnel within the last 10-25 years will be analyzed. (CK)

PROJECT SECTION

209

The résumés in this section are in numerical order by EP number only. These project descriptions cover current Office of Education research projects and cannot be ordered from the ERIC Document Reproduction Service.

SAMPLE ENTRY

Identification number assigned to project documents as they are processed.	EP 011 005	24	Legislative Authority Code for identifying the legislation which supported the research activity.
Title of the Research Project.	A Small Project Research Proposal in Secondary School Science.		
Investigator(s) — individual(s) conducting the project.	Investigator—Walton, George Western New Mexico Univ., Silver City Bureau No.—BR-7-G-045 Proposal date—29 Mar 67 Grant—OEG-7-8-00045-0020-010		
Institutional Source — organization responsible for the research activity.	Descriptors — *Chemistry Instruction, *Curriculum Development, *Science Education, *Scientific Concepts, *Secondary School Science, Scientific Principles.		
Bureau Number—project number assigned by the originator.	Start date—01-16-68 End date—04-30-68		
Proposal Date—when proposal was submitted.	A project to produce a modified course in Secondary School Chemistry for the isolated multiethnic schools of Southwestern New Mexico will be conducted to complete the planning phase that has been started, to design and produce the curriculum content, * * * *		
Informative Abstract.	of educational research. (AL) ————— Abstractor's initials.		

EP 012 106 24
Specifications for a Low-Cost Computing System Suitable for the High School Environment.
Investigator—Zepko, George W. And Others
Stevens Inst. of Tech., Hoboken, N.J.
Bureau No.—BR-9-B-152
Grant—OEG-2-70-0009
Descriptors—Computer Assisted Instruction, Computer Based Laboratories, *Computer Science Education, *Computer Storage Devices, Digital Computers, Facility Requirements, *Input Output Devices, *Secondary School Students
Start Date 2 Jan 70 End Date 1 Sep 70
The purpose of this investigation is to develop specifications for a low-cost computing system which will have greater processing capability. This would mean that more student programs can be processed, hence greater student accessibility achieved. It is felt that if processing capability of inexpensive computers can be improved they could also be used for administrative functions and teacher research as well as for student instruction. These specifications are intended to serve as a guide for planning and developing effective computer systems for the high school level for less than \$25,000. This is to be accomplished, hopefully, by integrating an inexpensive digital computer with low-cost peripheral equipment, thereby achieving significant improvements in processing capacity over the small computers presently used. (LS)

EP 012 107 24
Youth, Education, and the Arts - A Conference on Total Community-School Collaboration.
Investigator—Farrell, Joseph And Others
Associated Council of the Arts, New York, N.Y.
Bureau No.—BR-0-0173
Proposal Date—30 Sep 69
Descriptors—Art Appreciation, *Art Education, Artists, *Arts Centers, *Art Teachers, Conferences, General Education, *School Community Programs, *Youth Opportunities
Start Date 1 Dec 69 End Date 30 Nov 70
The basic objective of the Associated Councils of the Arts (ACA) is to assure the arts a higher place on our list of national priorities. ACA believes that an essential step is for the arts to become an integral part of the general education of all children. To accomplish this will take the combined resources of the entire community. Arts councils, centers, and institutions must be a vital part of this effort. On May 20-30, 1970, in St. Louis, Missouri, ACA plans to hold a major national conference on "Youth, Education and the Arts", with special emphasis on the arts in K-12. Both by the substance of the conference and the selection of the participants, ACA intends to

encourage the necessary community-school collaboration. More than six hundred trustees and officials of arts councils and institutions, foundations, government agencies, national arts and arts education associations, educators, artists, and members of the press and the business community are expected to attend the conference. At the conclusion of the conference, ACA will undertake broad dissemination and implementation of the ideas and projects generated. (ON)

EP 012 108 52
Conversion of Non-Current Catalog Material to Machine-Readable Form.
Investigator—Avram, Henriette D.
Library of Congress, Washington, D.C.
Bureau No.—BR-0-0241
Descriptors—Automation, *Cataloging, *Information Dissemination, *Information Processing, Information Storage, Information Systems, Library Research, *Pilot Projects, *Union Catalogs
Identifiers—MARC Distribution Service, Project RECON
Start Date 1 Jan 70 End Date 31 Aug 71
The Retrospective Conversion Pilot Project (RECON) of the Library of Congress is concerned with the conversion and distribution of an estimated 85,000 English language titles. This initial conversion is to be limited to English language monographs cataloged from 1960 until now and converted into machine readable form in reverse chronological order. In order to explore the problems encountered in encoding and converting cataloging records for older English language monographs and monographs in other Roman alphabet languages, 5,000 additional titles will be selected and converted. The Library further intends to investigate the use of a format recognition technique for the purpose of reducing human editing of cataloging records. The use of this technique will have significant impact on future Library of Congress conversion activity. RECON will experiment with several methods of microfilming and producing hard copy from the Library record set. Monitoring of Direct-Read Optical Character Recognition devices suitable for large scale conversion will be continued. Testing a variety of input devices will be inaugurated. RECON implements the recommendation to test empirically the techniques suggested in the final report entitled "Conversion of Retrospective Catalog Records to Machine-Readable Form: A Study of the Feasibility of a National Bibliographic Service". (ON)

EP 012 109 24
Item Construction for Common Evaluation Survey: World of Work Orientation in Elementary and Secondary Schools.
Investigator—Eninger, M.U.
Educational Systems Research Inst., Pittsburgh, Pa.
Bureau No.—BR-0-8003
Contract—OEC-0-70-1346
Descriptors—Career Choice, *Career Planning, *Disadvantaged Youth, Employment Opportunities, *Evaluation Techniques, *Goal Orientation, Occupational Surveys, *Questionnaires, Skill Analysis
Start Date 3 Nov 69 End Date 3 Feb 70
The purpose of this project is to develop a rationale for the construction of items regarding occupational orientation programs to be included in the Common Evaluation Survey and to apply that rationale to the development of questionnaire items for assessing the status of occupational orientation programs in elementary and secondary schools. A committee of consultants will be convened for an orientation session on the purposes and procedures of the Common Evaluation Survey and a discussion of the specific objective of the project. Based on discussion of ideas and rationale the first draft of the questionnaire will be prepared. Recommendations for revisions, additions and omissions will be considered. If judged to be an improvement, these changes will be incorporated into an official first draft of the questionnaire for submission to the Office of Evaluative Design. Any further changes will be converted into a pre-tryout version of the Common Evaluative Survey Instruments. After tryout results are available, any needed changes will be incorporated into a final version of the questionnaire. All questionnaire items will be developed according to the physical requirements of the Common Evaluative Survey. (ON)

EP 012 110 52
Preparation of Detailed Specifications for a National System for the Preservation of Library Materials.
Investigator—Haas, Warren J.
Association of Research Libraries, Washington, D.C.
Bureau No.—BR-0-8004
Descriptors—Cataloging, Information Storage, *Library Materials, *Library Planning, *Library Programs, *Library Research, Microfilm, *Preservation
Identifiers—Council on Library Resources
Start Date 1 Dec 69 End Date 31 Aug 70
The objective of this study is the preparation of detailed specifications for a national plan for the

preservation of research library materials. The plan will include the administrative, operational and bibliographic organization necessary to establish and carry out a national preservation program. Many books and journals published in the past one hundred years are on wood pulp paper which deteriorates with passage of time because of chemical reactions. Preservation of such materials is important as research based on such material will be impaired and prevented because of the disintegration. This program will provide a well articulated national preservation plan designed to solve and alleviate this problem of protection of research library materials. (ON)

EP 012 111 24

A Research Design for a Comprehensive Study of the Use, Bibliographical Control, and Distribution of Government Publications.

Investigator—Fry, Bernard M. And Others
Indiana Univ. Foundation, Bloomington.

Bureau No—BR-0-8008

Descriptors—*Cataloging, *Documentation, *Government Publications, *Methods, *Techniques, *Use Studies

Start Date 1 Jan 70 End Date 1 Apr 70

To develop a research design for a comprehensive study of the use, bibliographical control and distribution of U. S. Federal, State and Local Government publications is the purpose of this program. The research design will recommend methods and techniques appropriate to the study of present practices of the use, distribution and bibliographic control of government publications at all three levels. An evaluation of the effectiveness of the present practices will be made along with recommendations for improvement. Education will be benefitted as this learning resource is made more usable, and efficient bibliographic control renders the material accessible. (ON)

EP 012 112 24

Development of Common Reading Achievement Metric.

Investigator—Orr, David B.

Scientific Educational Systems, Inc., Washington, D.C.

Bureau No—BR-0-8011

Contract—OEC-0-70-2406

Descriptors—*Evaluation Techniques, *Measurement Techniques, *Reading Achievement, *Research Design, *Research Methodology

Start Date 6 Jan 70 End Date 1 Apr 70

The development of a design of a feasibility study for a common reading achievement metric is the focus of this study. The scope of work of this contract requires expansion to provide for better integration of the study with the development and application of the Common Evaluation System for BESE/PPE, BVALP and the Belmont Group. The study will deal with reading achievement test standardization on a developed National sample of elementary schools and pupils. This plan is directly related to other components of the Common Evaluation System. The scope expansion of the project as outlined will provide for direct integration of this study design and its eventual application into the Common Evaluation System design and development. (ON)

EP 012 113 24

ERIC Processing and Reference Facility.

Investigator—Brandhorst, Wesley T.
Leasco Systems and Research Corp., Bethesda, Md.

Bureau No—BR-0-9001

Contract—OEC-0-70-1494

Descriptors—Educational Resources, *Information Dissemination, *Information Processing, *Information Retrieval, *Information Storage, *Information Systems, *Lexicography, *Research Reviews (Publications), *Technology

Identifiers—Educational Resources Information Center, ERIC

Start Date 1 Nov 69 End Date 31 Dec 70

The ERIC Processing and Reference Facility will support the Office of Education of the Department of Health, Education and Welfare in its ongoing program. Educational Resources Information Center (ERIC). Processes and techniques that have proved consistent with previously established procedures furnished by ERIC Central will be continued by the Facility. The Facility will coordinate the decentralized clearinghouse system input with a centralized in-house operation for information processing and file management. The information system will store, retrieve

and reproduce tapes, documents, reports and manuals. Research in Education (RIE), Current Index to Journals in Education (CIJE), Pacesetters in Innovation, Thesaurus of ERIC Descriptors, Manpower Research, Field Reader Catalog, Current Project Information, special publications and management reports, Reading Room and Reference Service and ERIC Master File Tapes are among the major products and services for which production responsibility is assumed. The services offered by the Facility are coupled with strong interest in development and implementation of continuous system improvements. The basic structure of the ERIC system with its extensive decentralized operation places heavy reliance on its Central Processing and Reference Facility for successful technical operation of the entire network. The Facility will provide a large measure of the central coordination and communication required for ERIC to operate as a coherent system. (ON)

EP 012 114 24

The Development and Evaluation of an Interactive Computer System for Use in Counselor Education and Assessment.

Investigator—Pepyne, Edward W.

Hartford Univ., West Hartford, Conn.

Bureau No—BR-0-A-004

Grant—OEG-1-70-0006

Descriptors—*Computer Oriented Programs, *Counseling, *Counseling Effectiveness, *Counseling Goals, *Counseling Instructional Programs, *Counseling Programs, *Development, *Evaluation

Start Date 1 Oct 69 End Date 31 Jul 70

Within the context of a larger Counselor Repertoire Development Program, it is proposed to develop and evaluate an interactive computer system consisting of three components: (1) A trainee-computer interactive testing program such that from a pool of verified items the computer will select by random stratified sampling an infinite number of different 25 item tests of equivalent form. (2) A supervisor-computer interaction process analysis program such that during observation of an interview or segment thereof the supervisor may code each discrete counselor and client act and at the conclusion of the interview an interaction process analysis with statistical summary and interpretive guide will be produced by the computer. (3) A simulated social interaction program in which the computer will assume the role of a client and respond differentially in terms of trainee responses in simulated interview exercises. These programs will be field tested and evaluated in counselor education programs at three universities. (Author/ON)

EP 012 115 24

Teachers' Prophecies: Differential Effects on Verbal Behaviors Toward Students and the Relationship of these Effects to Student Achievement.

Investigator—Blakey, Millard L. Schroeder, Wayne L.

Florida State Univ., Tallahassee.

Bureau No—BR-0-D-012

Grant—OEG-4-70-0014

Descriptors—*Academic Achievement, *Communication (Thought Transfer), *Conditioned Response, Cues, Stimulus Devices, *Student Teacher Relationship, *Verbal Operant Conditioning

Start Date 16 Jan 70 End Date 15 Jul 70

It has been shown that teachers' self-fulfilling prophecies (the tendency of one person's prediction of another person's behavior to somehow come true) can operate in classrooms to either promote or retard students' academic progress. While it is not known how such prophecies are communicated, previous research indicates that teachers' verbal cues could be the principal operational medium. The purpose of this study is to determine the relationships between (1) teachers' verbal cues to students and teachers' prophecies, and (2) teachers' verbal cues to students and student achievement. Pretest-test achievement scores will be established for control and experimental subjects. Verbal cue data will be derived from interaction analyses of teacher with subjects in the tutorial-type settings; net gains in achievement will be derived from differences in subjects' pre-and post-test scores. If it can be learned how prophecies are communicated, teachers could then be trained to bring about dramatic improvement in their students

without formal changes in their methods of teaching. This study will also provide information for the elaboration of the theory or prophecy communication. (ON)

EP 012 116 24

Use of the Peer Group in the Socialization of the Isolate Child.

Investigator—Levison, Cathryn A.

Chicago Univ., Ill.

Bureau No—BR-0-E-002

Grant—OEG-5-70-0012

Descriptors—Interaction Process Analysis, *Peer Acceptance, *Peer Relationship, Play Therapy, Response Mode, *Rewards, *Social Isolation, *Social Reinforcement

Start Date 1 Dec 69 End Date 30 Nov 70

The purpose of the proposed work is to determine whether existing information on the amounts and kinds of positive social rewards dispensed by preschool age children to each other can be applied to modify the classroom behaviors of the isolate child in nursery school. The inability to dispense social rewards to peers is presumed to affect seriously the subsequent development of adequate school behaviors in the child. The experimental design involves the manipulation of subgroups within the general free play situation of the pre-school class in order to maximize the degree to which the child is naturally the recipient of positive social reinforcement from others. Social rewards tend to involve reciprocity; the isolate child by lacking the skills to reward his peers, in turn is an infrequent recipient of positive social interchange. A large proportion of learning in the pre-school setting occurs between peers; isolation from age mates is therefore presumed to interfere with both socialization of the child and learning. Since most pre-schools utilize play both as a teaching technique and as a vehicle for drawing the child into the educational process, these procedures will be appropriate for a broad range of pre-schools. (ON)

EP 012 117 24

The Language Experience Approach for Teaching Beginning Reading to Culturally Disadvantaged Pupils.

Investigator—Lamb, Pose

Purdue Research Foundation, Lafayette, Ind.

Bureau No—BR-0-E-005

Grant—OEG-5-70-0013

Descriptors—*Beginning Reading, *Disadvantaged Youth, *Language Experience Approach, *Methodology, Oral Expression, Reading Behavior, Reading Programs, *Reading Readiness, Written Language

Identifiers—ASKOV Inventory of Pupil Attitudes, California Reading Test, Otis Alpha

Start Date 24 Nov 69 End Date 23 Nov 70

The need for more effective reading programs, particularly at the beginning levels, for ghetto children, is clear. Evidence suggests that the Language Experience Approach has much potential as a technique for showing culturally disadvantaged children the relationship between oral and written language. The Language Experience Approach involves the dictation of a child's reaction to an experience to a teacher, who records this experience as the child relates it, without changing syntax or altering usage patterns. Spelling is always in traditional orthography. Twenty teachers of inner city schools will attend workshops which give training in the use of the Language Experience Approach. The hypothesis is that pupils who have used the Language Experience Approach will perform at a higher level and have significantly better attitudes toward reading. The principal form of analysis will be analysis of covariance with the Otis Alpha Scores and the OScAR-R Score as the covariates for the California Reading Test Scores and for the Askov Attitude Inventory. (ON)

EP 012 118 24

Research in Art Education: The Development of Perception in Art Production of Kindergarten Students.

Investigator—Anway, Mary Jane

Grand Rapids Public Schools, Mich.

Bureau No—BR-0-E-016

Grant—OEG-5-70-0014

Descriptors—Art Appreciation, Art Teachers, Instructional Materials, *Kindergarten Children, *Socioeconomic Status, *Teacher Developed Materials, Teaching Procedures, *Visual Arts, Visual Discrimination, *Visual Perception

Start Date 1 Jan 70 End Date 31 Dec 70

Thirty kindergarten classes in the Grand Rapids Public School System will be selected from high, medium and low socio-economic school districts so that each mode of art instruction will be experienced by children of each socio-economic status. These modes are derived from an experimental art instruction program consisting of a series of charts demonstrating line, form, color and texture as teaching aids used in conjunction with art consultants and special instructional materials for teachers. The data will be analyzed by means of complex analysis of variance with mode of instruction, length of instruction and socio-economic status as the major variables. Data (art productions) will be evaluated by trained art personnel and statistics will be computed. This research is an attempt to improve art education at early elementary level. The findings will be generalized for insight and future research to other learning situations where the development of visual discrimination is an important variable. (LS)

EP 012 119 24 Improving the Questioning Pattern of Student-Teachers.

Investigator—Meehan, Trinita
Indiana Univ., Bloomington.
Bureau No—BR-0-E-026
Grant—OEG-5-70-0017

Descriptors—*Cognitive Measurement, Counseling Effectiveness, *Elementary Education, *Interaction Process Analysis, *Questioning Techniques, *Reading Instruction, *Reading Skills, Student Teachers, Teaching Techniques
Start Date 1 Jan 70 End Date 30 Jun 70
This study will determine the effects of a given number of lessons in the cognitive or affective elements of critical reading upon the use of questioning patterns by student-teachers in elementary education methods classes. A random sample of 30 students out of a population of 80 will be post tested by their teaching of a micro-lesson in critical reading to a small group of volunteer children. Three experimental groups of college juniors who are education methods students will compose the sample and will be given instruction in the techniques of questioning. Group (A) will be given instruction in critical reading skills stressing the affective dimension; emphasis in group (B) will be in critical reading skills stressing the cognitive dimension. The control group (C) will receive no additional instruction beyond that given in the traditional methods course, a unit on lesson planning. The three approaches will be analyzed to determine the effect of these approaches on the question patterns for critical reading. The expected contribution to education as a result of this study is to achieve a priority system of teaching techniques. (LS)

EP 012 120 24 The Evaluation of a New Approach to Teaching Microscopic Anatomy.

Investigator—Scranton, James R. And Others
Iowa Univ., Iowa City.
Bureau No—BR-0-F-002
Grant—OEG-6-70-0005

Descriptors—*Anatomy, Evaluation Techniques, *Experimental Teaching, *Laboratory Training, Learning Motivation, *Medical Students, Microscopes, *Oral Communication, Teaching Techniques
Start Date 1 Nov 69 End Date 30 Apr 71
The effectiveness of a recently developed and implemented approach to learning microscopic anatomy is to be evaluated. The following features of the new approach bring it into sharp contrast with the traditional method. (1) Specific objectives are defined in terms of expected student behavior (2) Laboratory exercises rather than lectures are used as major sources of information. (3) Lectures serve primarily as vehicles of motivation. (4) Seminars provide experience in the preparation and delivery of oral reports. (5) Traditional examinations are replaced by unit quizzes followed by discussions with instructors. (6) Students are allowed to set their own paces for covering the material. Information will be gathered from experimental groups of freshman medical students who have completed their courses. Part of the students taught by the experimental method will be given traditional-type examinations, while others will have their lectures, laboratories and quizzes scheduled for them. A third group will set their own schedules. Information gained from this project should be useful in designing future courses in microscopic anatomy. (LS)

EP 012 121 24 The Use of the Dictating Machine to Individualize the Teaching of Composition Skills.

Investigator—Hemmens, Tom J. McColley, Jean F.
Kansas State Coll. of Pittsburg.
Bureau No—BR-0-F-006
Grant—OEG-6-70-0007

Descriptors—*Autoinstructional Aids, *Composition (Literary), English Instruction, Individual Development, *Tape Recorders, *Teaching Techniques, *Writing Exercises, Writing Skills
Start Date 1 Nov 69 End Date 28 Feb 70
A method of teaching composition, utilizing the dictaphone machine, is proposed. Approximately sixty students, out of the 1000 enrolled in English Composition, will be selected for supplementary training in the Writing Laboratory already established on the campus. The method, offering individualized instruction in writing, will allow the student to "talk out" his idea before committing it to paper instead of being led orally through the stages of his composition. The use of the dictaphone machine will not only enable the student to prepare and revise his composition orally before writing, but will conserve the instructor's time thus allowing more time for individual development of a greater number of students. (LS)

EP 012 122 24 Development of Attitudes Towards Others in Young Children.

Investigator—Swartz, M. Evelyn Hohn Robert L.
Kansas Univ., Lawrence.
Bureau No—BR-0-F-008
Grant—OEG-6-70-0006

Descriptors—*Childhood Attitudes, Cognitive Processes, Experimental Groups, *Experimental Psychology, Intellectual Development, *Kindergarten Children, *Measurement Techniques, Role Playing, Social Attitudes, *Social Development
Start Date 1 Feb 70 End Date 31 Jan 71
It is theorized that children of kindergarten age are well on their way to the development of ethnic attitudes, prejudices and stereotyped thinking. The purpose of this study is to develop measurement techniques for the assessment of young children's attitudes toward others and to construct and analyze curriculum approaches which may facilitate the accurate formation of attitudes. The study will utilize twenty kindergarten children enrolled in an experimental class at the University of Kansas and forty-five children from public schools. A picture preference test and an objective attitude scale will serve as attitude measures. Children will also be assessed on their ability to assume different points of view, as determined by a series of cognitive tasks. The results of the study will be published in "Kansas Studies of Education" and will be disseminated throughout Kansas and the United States. (LS)

EP 012 123 24 The Influence of Living Unit Architecture on the Behavior of College Students.

Investigator—Sinnott, E. Robert Sachson, Angela D.
Kansas State Univ., Manhattan.
Bureau No—BR-0-F-012
Grant—OEG-6-70-0015

Descriptors—*Architectural Programing, *Campus Planning, College Housing, *College Students, *Dormitories, Ecology, Family Environment, Social Factors, Sociology, *Student Behavior
Start Date 1 Jan 70 End Date 31 Dec 70
This project proposes an ecological investigation of student behavior as it relates to architectural factors in university dormitories and to living unit size. Students' needs for privacy and social interaction, the concern of student personnel workers, will be studied by means of indirectly observing behavior. Activity records (AR) and interviews will be used as an instrument to obtain data on students' use of space in their daily lives, comparisons of various living units, personality characteristics of residents, and students' opinions regarding various types of living units. Findings from these studies may produce architectural structures which permit greater need satisfaction and production. (LS)

EP 012 124 24 A Pilot Study of a Preschool Method of Preventive Education.

Investigator—Olive, Roy And Others

Jennings School District, Mo.

Bureau No—BR-0-F-014

Grant—OEG-6-70-0009

Descriptors—Adjustment (to Environment), Auditory Discrimination, *Cognitive Development, Learning Difficulties, *Parent Participation, *Preschool Children, *Preschool Programs, *Preschool Teachers, Prevention, Teacher Education, Visual Discrimination
Start Date 1 Nov 69 End Date 31 Oct 70

The aim of the program is to create an innovative and positive program for kindergarten which will prepare the child for school. Preventive education for the preschool child is suggested to provide the child with an initial school experience which avoids the frustrations, failures and anxieties that are often associated with kindergarten, to make him ready for first grade, and thus to prevent the learning disabilities and adjustment problems which might be avoidable. Children will be grouped into three classes based upon individual screening for developmental strengths and weaknesses: a group lagging in visual-motor development; a group lagging in auditory discrimination development; a cognitive group for the facilitation of maximum skill development and independence. Mothers will be involved in this endeavor. Expected results would demonstrate the effectiveness of a model for early identification of learning and adjustment difficulties and of ability grouping and would offer suggestions for new modes and methods for normal development. (LS)

EP 012 125 24 A Problem of the Effects of Inductive-Guided Discovery and Deductive-Reception Teaching Strategies on High Divergent and Low Divergent Thinkers in Mathematics.

Investigator—Robinson, Jerry W. And Others
Houston Baptist Coll., Tex.
Bureau No—BR-0-G-022
Grant—OEG-7-70-0151

Descriptors—*Achievement Tests, Control Groups, Deductive Methods, *Elementary School Mathematics, Experimental Groups, Inductive Methods, *Learning Characteristics, *Mathematics Teachers, Retention Studies
Start Date 15 Sep 69 End Date 31 Oct 70
This project will attempt to assess the effectiveness of inductive-guided discovery and deductive-reception teaching strategies on high and low divergent thinkers. A control and experimental group will each be composed of approximately 130 sixth grade students from homes of middle to lower socio-economic levels. Given pre-, post-, and follow-up tests of achievement in mathematics by four specially oriented sixth grade teachers, the experimental group will be separated into groups of high divergent and low divergent thinkers as measured by the Torrance Test of Creative Thinking. Significant relationships discovered may result in modified concepts of grouping for learning and changes in the curriculum of teacher training institutions. (LS)

EP 012 126 24 An Evaluation of the SCIS Material Objects Unit at the Kindergarten Level.

Investigator—Stafford, Don G. And Others
East Central State Coll., Ada, Okla.
Bureau No—BR-0-G-016
Grant—OEG-7-70-0148

Descriptors—Control Groups, Cultural Disadvantage, Experimental Groups, *Instructional Materials, *Kindergarten, *Learning Readiness, Program Evaluation, *Science Curriculum, Science Teachers
Identifiers—Material Objects Unit, Science Curriculum Improvement Study, SCIS
Start Date 1 Oct 69 End Date 31 Mar 71
The Science Curriculum Improvement Study Program - Material Objects unit in kindergarten will be evaluated at the kindergarten level. The study involves an investigation of four questions. (1) Are the activities and concept appropriate for kindergarten age children? (2) Are the activities of interest to kindergarten age children? (3) Will experiences with the unit enhance readiness for first grade tasks? (4) Will the cognitive stimulation of the unit activities significantly improve intellectual functioning in socially and economically deprived kindergarten age children? Four experimental and four control groups will be studied, through various tests, to determine the appropriateness and inappropriateness of the material. The evaluation of this science program which is suggested by its developers for use from

kindergarten through grade three will be of value to educators in all areas of the curriculum. (LS)

EP 012 127 24

The Analysis and Dissemination of Social Studies Curriculum Research.

Investigator—Morrisett, Irving And Others
Colorado Univ., Boulder.

Bureau No—BR-0-H-007

Grant—OEG-8-70-0004

Descriptors—Administrative Personnel, Consultants, *Curriculum Evaluation, *Curriculum Planning, Elementary Science, Inservice

Teacher Education, *Instructional Materials, *Science Curriculum, Secondary School Science, *Social Sciences, Teachers
Start Date 1 Jan 70 End Date 30 Sep 70

The Social Science Education Consortium (SSEC), located at the University of Colorado has developed an instrument for curriculum materials analysis which has aroused much interest in the educational community. Included is in-service teacher education and the selection and testing of new curriculum research products. The purpose of this project is to use this instrument in the analysis of the products of 8 to 10

curriculum research projects and to refine the analysis instrument. Personnel involved are a director, an associate director and two analysts. After three preliminary analyses have been completed and submitted to the SSEC staff for criticism, the system will be revised. Additional analyses will be done, using the revised instrument, and submitted to the SSEC staff who will act as a review committee. The analytical reports, which will be submitted on a cost basis by the Social Science Education Consortium, will consist of the analyses and the revised curriculum analysis system. (LS)

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